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ABSTRACT

This research project collected, compiled, analyzed, and disseminated information about educational administration programs offered by Canadian universities. Among the specific questions addressed were the following: (1) What programs are offered by various universities? (2) What are some of the characteristics of the context in which those programs are offered? (3) What procedures are used in recruitment, selection, and admission of students? (4) What are the purposes of those programs in terms of the positions for which they are intended as preparation and the skills that they attempt to develop? (5) What is the content and structure of programs at the master's and doctoral levels? (6) What instructional methods and approaches are used? (7) What facilities and services are available, and how adequate are they judged to be by staff and students? (8) What placement activities do departments undertake, and where are students placed? (9) What changes in programs have been introduced recently and what changes are being considered? Seven questionnaires with certain common elements were designed for the specific sample groups--department chairpersons: master's, Ed.D., and Ph.D. coordinators: and master's, Ed.D., and Ph.D. students. Sample questionnaires are appended. (Author/IRT)

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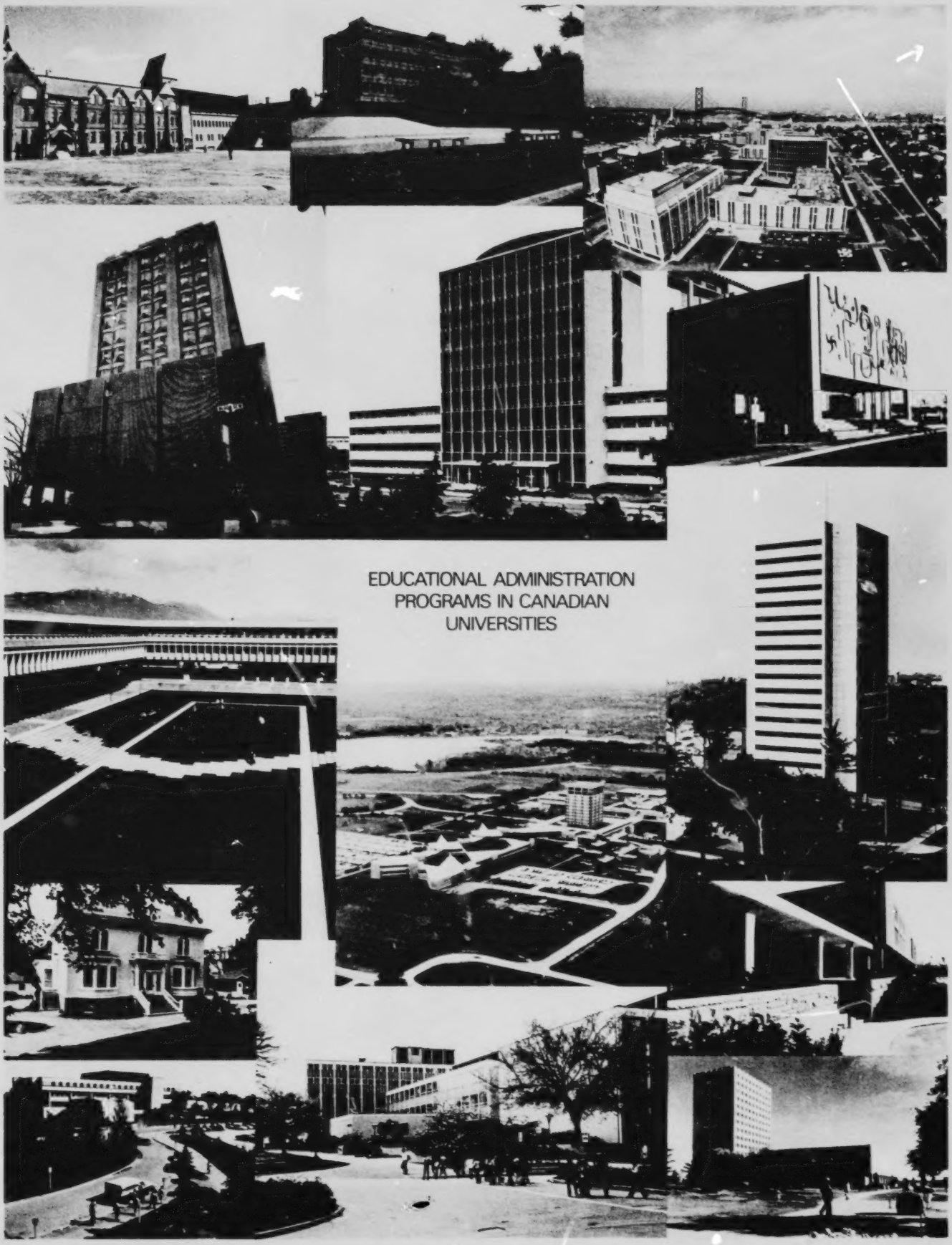

EDUCATIONAL ADMINISTRATION PROGRAMS IN CANADIAN UNIVERSITIES

EDUCATIONAL ADMINISTRATION PROGRAMS IN CANADIAN UNIVERSITIES

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Department of Educational Administration

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Edmonton, Alberta, Canada, T6G 2G5

May, 1978

PREFACE

The study on which this report is based resulted from initiatives taken several years ago by the University Council for Educational Administration. Representatives of UCEA and the Commonwealth Council for Educational Administration met during the 1974 International Intervisitation Program and agreed to proceed with parallel studies of administrator preparation programs in Canada, the United States, England, Australia and New Zealand. We are pleased to have had the opportunity to conduct the Canadian study.

Although there was no standard format for the five studies, there seemed to be merit in making the data collected in Canada and the United States comparable in as many respects as possible. Accordingly, the instruments developed by the UCEA research team were used with minor modifications for this study. Special thanks are extended to the members of the research team and to UCEA for making the questionnaires available.

The study could not have been completed without the cooperation and assistance of department chairpersons, program coordinators and students across Canada. We greatly appreciate their willingness to complete questionnaires and assist in the data collection.

The support provided by the Department of Educational Administration throughout all phases of the study is gratefully acknowledged. The financial contribution of the University Council for Educational Administration toward the publication of this report is also recognized with many thanks.

We would like to extend our thanks to Carole Matheson, Judy McKinney, Chris Prokop, Alberta Stallybrass, Elizabeth Stone, Joyce Verkerk and Dorothy Woslyng for assistance in the preparation of the instruments, data collection, data analysis and the typing of the report.

It is our hope that this report will prove to be a useful source of information to all those who have an interest in educational administration programs offered by Canadian universities.

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CHAPTER 1

INTRODUCTION

The study of educational administration is a relatively recent addition to the areas of graduate level specialization in education. Specialized preparation for the practice of administration is still not regarded universally as being necessary or desirable; in many educational systems educators or even non-educators are appointed to administrative posts without any formal preparation for these responsibilities. Although the desirability of such preparation is still not recognized by some school systems in Canada, there has been a rapid development of graduate level university programs over the past two decades. As a result, those educators who aspire to administrative posts have access to programs at the pre-Master's, Master's and doctoral levels; for many prospective students these programs are available within easy commuting distance. Although the existence of these programs is generally known, information about their similarities and differences is not readily available. The lack of such information prompted the study on which this report is based.

Purpose

The purpose of the research project was to fulfill the need for the collection, compilation, analysis and dissemination of information about educational administration programs offered by Canadian universities. Among the specific questions addressed were the following:

1. What programs are offered by various universities?
2. What are some of the characteristics of the context in which those programs are offered?
3. What procedures are used in recruitment, selection and admission of students?
4. What are the purposes of those programs in terms of the positions for which they are intended as preparation and the skills which they attempt to develop?
5. What is the content and structure of programs at the Master's and doctoral levels?
6. What instructional methods and approaches are used in educational administration courses?
7. What facilities and services are available, and how adequate are they judged to be by staff and students?
8. What placement activities do departments undertake, and where are students placed?
9. What changes in programs have been introduced recently, and what changes are being considered?

The intent of the study was to develop some generalizations about programs in relation to these questions as well as to indicate the variations which exist between programs and departments. Although it was not a prime purpose of the study, one anticipated outcome was that the analysis of this information would lead to the identification of some problems and issues which merit the attention of those who are responsible for designing graduate programs.

Method

In the initial phase of the study contact was made with the faculty of education or department of educational administration office in each of the degree-granting institutions in Canada. A one-page questionnaire was used to request information regarding the following items: (1) the existence of programs in educational administration; (2) the names of department chairpersons where a departmental structure existed; (3) the names of faculty personnel responsible for coordinating degree programs; and, (4) the number and names of full-time students enrolled in various programs. The universities, institutes and colleges which were contacted and those which reported having a program in educational administration are identified in Table 1.1. Twenty-nine of the 43 institutions indicated that they offered such a program at one or more levels. Of the remaining 14, nine reported that they did not have a program while the status of programs at the other five institutions was left uncertain due to lack of responses.

The information obtained in the first phase of the study was used to identify the faculty and student respondents for the questionnaire survey. Program coordinators were identified in the initial questionnaire responses; the student sample was selected from the lists provided by each university. A sample of no more than five full-time students enrolled in each program at a university was considered representative for the purposes of this study. Consequently, the maximum number of student respondents for any one institution was fifteen--five for each of the Master's, Ed.D. and Ph.D. programs, if all were offered. Actually, only one institution received the maximum number of questionnaires. The number of

Table 1.1

Institutions Contacted and Programs Identified in the Initial Phase of the Study

University, College or Institute	Program	University, College or Institute	Program
Acadia	x	Nipissing	
Alberta	x	OISE	x
Atlantic Institute		Ottawa	x
Bishop's	x	Prince Edward Island	
Brandon	x	Québec (Chicoutimi)	x
British Columbia	x	Québec (Montréal)	
Brock	x	Québec (Rimouski)	
Calgary	x	Québec (Trois Rivières)	x
Concordia		Queen's	x
Dalhousie	x	Regina	x
Fredericton		Saskatchewan	x
Lakehead	x	Sherbrooke	x
Laurentian		Simon Fraser	x
Laval	x	St. Francis Xavier	x
Lethbridge	x	St. Mary's	
Manitoba	x	St. Vincent	
McGill	x	Toronto	
Memorial	x	Victoria	x
Moncton	x	Western Ontario	
Montréal	x	Windsor	x
Mount Allison		York	
New Brunswick	x		

student respondents was usually fewer than 10, and in cases of low enrolment programs, fewer than five.

Packets of questionnaires were mailed to department chairpersons in November, 1976 with requests for distribution to program coordinators and students. There was also a questionnaire for the chairperson. Return envelopes were provided so that the respondents could mail the completed questionnaire direct to the researchers. In the cases of non-responses, follow-up letters were sent in December, 1976 and again in January and February of 1977. Table 1.2 shows the number of questionnaires distributed to and returned by the various categories of respondents. Sixteen of 24 chairpersons returned completed questionnaires while only two of 41 coordinators failed to return a usable questionnaire. The response rate for students was fairly high—82 percent for the Master's group and

Table 1.2

Number of Questionnaires Distributed to and Returned by Chairpersons, Coordinators and Students

Category	Number Distributed	Number Returned	Percent Response
Department Chairpersons	24	16	67%
Coordinators:			
Master's program	22	21	95%
Ed.D. programs	2	2	100%
Ph.D. programs	7	6	86%
Students:			
Master's	84	69	82%
Ed.D.	10	10	100%
Ph.D.	30	21	70%

70 percent for Ph.D. students. All 10 of the Ed.D. students contacted returned completed questionnaires.

Instrumentation

The questionnaires used in this study were adapted from those used in the parallel study which was conducted in the United States at the same time. Since it was considered desirable to have comparable data for the two countries, most of the same questions were included although a different response format was used. Only those items which were not considered applicable to Canadian universities or educational systems were modified or eliminated.

Seven questionnaires with certain common elements were designed for the specific sample groups. These groups were as follows: (1) department chairpersons; (2) Master's program coordinators ; (3) Ed.D. program coordinators; (4) Ph.D. program coordinators; (5) Master's students; (6) Ed.D. students; and, (7) Ph.D. students. Samples of the questionnaires are included in the Appendix.

Description of Sample

No information was solicited about characteristics or responsibilities of department chairpersons and program coordinators. The description of the sample is, therefore, restricted to students. The intention of the study was to include only full-time students. When students were asked as to their status (full-time or part-time), all doctoral respondents indicated that they were full-time students. Of the Master's program respondents, 93 percent indicated that they were classed as full-time students.

The sample of students in each of the programs included those who were just beginning their programs and had completed less than one-half of the course requirements, those who were more than half way through their course work, and those for whom no course work or less than one-quarter of the course component of their program remained. The distribution of the respondents across these categories is shown in Table 1.3.

Table 1.3

Distribution of Students by Proportion of Course Component of Program Completed

Course Component Completed	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Less than one-half	41	59	3	30	5	24
Between one-half and three-quarters	15	22	3	30	5	24
More than three-quarters	13	19	4	40	10	48
No response	-	-	-	-	1	5
Total	69		10		21	

Students were also asked if a research project was part of their program requirements and, if so, to indicate their progress. Responses to this question are summarized in Table 1.4. With respect to these research requirements, one Master's student reported having progressed as far as a first draft of the thesis but none of the students in the other two programs indicated that they were at this stage of their research. Four Ed.D. students reported that they were at an advanced stage with respect to the course component but only one indicated that the research

proposal had been approved. Of the ten Ph.D. students who had either finished the course work or had less than one-quarter remaining, six had received formal approval for their research but only one was at the stage of data analysis. These results suggest that a common pattern is for students to do their research projects or theses after the course work has been completed rather than concurrently.

Table 1.4

Distribution of Students by Progress on Research Project

Stage of Research	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Research not identified	11	16	4	40	2	10
Proposal in preparation	25	36	5	50	13	62
Proposal approved	6	9	1	10	3	14
Data collected	-	-	-	-	2	10
Data being analyzed	4	6	-	-	1	5
First draft	1	1	-	-	-	-
Not applicable	22	32	-	-	-	-
Total	69		10		21	

Limitations

This study had all of the limitations which are associated with a questionnaire survey. The use of a standardized instrument makes it difficult for respondents to indicate variations and emphases which contribute to important differences in programs. Interpretation and analysis by those who are not familiar with the programs leads to further distor-

tion. In some cases, data may not have been readily available and estimates provided by respondents may not be highly reliable.

The survey focused only on full-time students because it was designed to provide information about programs and not students. Only full-time students were contacted on the assumption that they would have more information about programs; furthermore, it was more feasible to involve them in the questionnaire survey. Since there are large proportions of part-time students in most programs, excluding them as a source of information serves as a limitation on the study.

Another limitation derives from the fact that the questionnaires were not translated into French. The absence of the translation made it difficult for students in French language programs to respond and may have reduced returns. Consequently, the nature of programs offered in some universities may not be adequately reflected in the descriptions of program characteristics.

Finally, the study was delimited to programs leading to Master's and doctoral degrees; pre-Master's and certificate programs were excluded even though a number of universities offer such programs. Similarly, short courses offered by universities and other agencies were not included. The absence of information about such opportunities for studying educational administration renders this as a partial description and less than a comprehensive description of programs available in Canada.

Organization of the Report

This report consists of the integrated responses of the seven groups to the items on the questionnaires. The open-ended responses and

additional comments have been used mainly for purposes of elaboration or interpretation and have not been reported in full. The chapter which follows provides a summary of the responses of chairpersons with respect to program enrolments and departmental organization. In Chapter 3 the recruitment, selection and admissions procedures in various universities are described. Chapter 4 deals with the purposes, content and structure of programs while Chapter 5 focuses on methods and modes of instruction. Facilities and services are described in Chapter 6 while Chapter 7 examines student placement and follow-up. Recent, desired and projected changes are reported in Chapter 8. The final chapter presents some generalizations about preparation programs and identifies some issues which may warrant further consideration and perhaps even further research.

CHAPTER 2

PROGRAMS, ENROLMENTS AND DEPARTMENTAL ORGANIZATION

In the initial phase of the research project information was requested from all universities about programs and enrolments. Additional data on enrolments, admission trends and various aspects of departmental organization were obtained from chairpersons in the questionnaire survey. Although data were not available for all universities, those which were obtained do provide a general indication of the context within which educational administration programs are offered.

Programs and Enrolments

Graduate programs in educational administration, as distinct from program components, have been available in Canadian universities since the 1950s. According to the questionnaire returns from department chairpersons, the first program was initiated at the University of Alberta in 1956. Among the more recent programs were those begun in 1975 at Brock and Québec à Chicoutimi. As is indicated in Table 2.1, at least 29 Canadian universities now offer programs in educational administration. Thirteen of these offer a pre-Master's program, 27 offer one or more routes to the Master's degree and nine offer doctoral programs.

Table 2.1

Types of Programs in Educational Administration Offered by Universities

University	Pre-Master's	Master's	Doctoral
Acadia		M.Ed.	
Alberta	Diploma	M.Ed. (thesis/non-thesis)	Ph.D.
Bishop's	Diploma	M.Ed.	
Brandon	B.Ed. (5-yr.)		
British Columbia		M.Ed. (non-thesis) M.A. (thesis)	Ed.D.
Brock		M.Ed. (thesis/non-thesis)	
Calgary	Diploma	M.Ed. (non-thesis) M.A. (thesis)	Ph.D.
Dalhousie		M.A. (Ed.)	
Lakehead		M.Ed. (thesis/non-thesis)	
Laval		M.Ed. (thesis/essay)	Ph.D.
Lethbridge	Diploma		
Manitoba	Diploma	M.Ed.	Ph.D.
McGill	Diploma	M.Ed. (thesis/non-thesis)	Ph.D.
Memorial	Diploma	M.Ed. (thesis/non-thesis)	
Moncton	Diploma	M.Ed. (non-thesis) M.A. (thesis)	
Montréal		M.Ed. (non-thesis) M.A. (thesis)	Ph.D.
New Brunswick		M.Ed.	

Table 2.1 (continued)

University	Pre-Master's	Master's	Doctoral
Ontario Institute for Studies in Education	Certificate	M.Ed. (non-thesis) M.A. (thesis)	Ph.D. Ed.D.
Ottawa		M.Ed. (non-thesis) M.A. (thesis)	Ph.D.
Québec, Chicoutimi		M.Ed. (non-thesis)	
Québec, Trois-Rivières		M.Ed. (thesis)	
Queen's	Principal's Certificate	M.Ed. (non-thesis) M.A. (thesis)	
Regina	Diploma	M.Ed. (thesis/non-thesis)	
Saskatchewan	Diploma	M.Ed. (thesis/non-thesis)	
Sherbrooke		M.Ed.	
Simon Fraser		M.A. (Ed.)	
St. Francis Xavier		M.Ed.	
Victoria		M.Ed.	
Windsor		M.Ed. (thesis/non-thesis)	
Total	13	27	9

The combination of levels of programs varies considerably. Two of the universities limit their offerings to a pre-Master's program, six offer the pre-Master's plus a Master's program and five offer programs at all three levels. Twelve others offer only a Master's program and five offer both Master's and doctoral programs. Some further differentiation exists at the Master's level; at least 16 offer two routes to

the Master's degree while the information available for nine programs did not indicate clearly whether there was only one route. Of the remaining two programs, one required a thesis while the other was a non-thesis program. Seven of the 16 which offer two routes differentiate designations; usually the thesis route leads to an M.A. degree and the non-thesis to an M.Ed. degree. Nine of the programs provide either a thesis or a non-thesis route to an M.Ed. degree and do not differentiate in terms of the degree which is granted.

Only one (Ontario Institute for Studies in Education) of the nine universities currently offers two doctoral programs, the Ed.D. and the Ph.D.; one other (University of Alberta) is authorized to offer both programs but has not offered the Ed.D. degree in recent years. Seven universities offer only the Ph.D. degree, and one offers a program leading to the Ed.D. degree.

Table 2.2 illustrates the wide variations in enrolments across programs and departments. In 1977 the universities for which data were available reported an enrolment of 122 Ph.D. and 51 Ed.D. students. Over 57 percent of the 173 doctoral students attended one of two institutions--the University of Alberta or the Ontario Institute for Studies in Education. The universities of British Columbia, Calgary and Ottawa reported enrolments of 13 each while Montréal reported 15 Ph.D. students. Although data on enrolments in Master's programs were not obtained for all programs, the number of students reported exceeded 2,900 and probably is over 3,000 for all universities. These numbers include both full-time and part-time students. An accurate breakdown into these two categories is difficult to obtain because definitions vary across universities. Two institutions,

Table 2.2

Enrolments in Graduate Programs in Educational Administration at Selected Universities

University	Master's Candidates			Doctoral Candidates		
	Full-time	Part-time	Total	Ed.D.	Ph.D.	Total
Acadia	3	15	18			
Alberta	33	63	96		44	44
Bishop's	0	13	13			
British Columbia	11	185	196	13		13
Brock	0	125	125			
Calgary	25	54	79		13	13
Dalhousie	6	46	52			
Lakehead	2	20	22			
Laval	20	83	103		11	11
Manitoba	6	150	156		7	7
McGill	12	124	136		1	1
Memorial	14	127	141			
Moncton	5	50	55			
Montréal	15	136	151		15	15
OISE	12	288	300	38	18	56
Ottawa	20	537	557		13	13
Québec, Chicoutimi	36	0	36			
Québec, Trois-Rivières	7	73	80			
Queen's	6	101	107			
Regina	3	30	33			
Saskatchewan	6	25	31			
Sherbrooke	1	137	138			
Simon Fraser	50	0	50			
St. Francis Xavier	0	60	60			
Victoria	7	45	52			
Windsor	3	150	153			
Total	303	2637	2940	51	122	173

Québec à Chicoutimi and Simon Fraser, report all students as full-time. The next highest proportions of full-time students were reported by Alberta (34 percent) and Calgary (32 percent). Approximately 90 percent of all Master's candidates were enrolled part-time. Universities such as Ottawa and OISE have high part-time enrolments; others such as British Columbia, Brock, Manitoba, McGill, Memorial, Montréal, Queen's, Sherbrooke and Windsor enrol more than 100 part-time Master's candidates.

The average number of students who completed graduate programs over a three-year period are reported in Table 2.3 for selected universities; these ranged from over 140 at Ottawa to 10 or fewer at universities

Table 2.3

Average Number of Students Completing Programs Annually in Selected Universities (1974-76)

University	Master's Program		Doctoral Program	
	Thesis	Non-Thesis	Ed.D.	Ph.D.
Acadia	3	-	-	-
Alberta	5	40	-	10
Brock	5	45	-	-
Calgary	8	15	-	2
McGill	3	24	-	0
Memorial	8	15[a]	-	-
Moncton	3	8	-	-
Montréal	2	48	-	1
OISE	2	112	3	4
Ottawa	6	135	-	12
Queen's	2	70	-	-
Regina	2	3	-	-
Saskatchewan	5	5[a]	-	-

[a]These averages are for two years only since non-thesis routes were recently initiated.

such as Acadia, Regina and Saskatchewan. The ratio of graduates of non-thesis programs to thesis programs was approximately eight to one for all programs. As was to be anticipated, the graduates of doctoral programs were relatively few in number. From the information provided by department chairpersons it was apparent that there were no wide fluctuations from year to year in the numbers of graduates at various universities.

Table 2.4

Number of Students Admitted to Graduate Programs in Selected Universities in 1976

University	Master's Program		Doctoral Program	
	Thesis	Non-Thesis	Ed.D.	Ph.D.
Acadia	5	0	-	-
Alberta	10	40	-	18
British Columbia	3	10	7	-
Brock	4	150	-	-
Calgary	11	11	-	5
Lakehead	1	11	-	-
Laval	27	-	-	-
McGill	13	40	-	-
Memorial	10	28	-	-
Moncton	1	50	-	-
Montréal	11	58	-	7
OISE	10	160	10	4
Ottawa	36	173	-	18
Queen's		114[a]	-	-
Regina	4	3	-	-
Saskatchewan	5	10	-	-
Windsor	10	75	-	-

[a]Total admitted to both thesis and non-thesis programs.

The data on admissions to programs during 1976 reported in Table 2.4 show the wide variations which have already been indicated in other aspects of enrolment information. The universities in Ontario report particularly high numbers of admissions. Several department chairpersons reported a slight decline in total enrolments but an increase in the number of admissions to non-thesis M.Ed. routes. No major changes in enrolment patterns were anticipated for the next few years.

Departmental Organization

Most of the responding universities reported that programs were offered in a distinct Department of Educational Administration. Among reported exceptions to this form of organization were Acadia, Québec à Chicoutimi and Lakehead in which no formal departments have been established. If there was some departmentalization in these faculties, staff members with an interest in educational administration were attached to other units. As is indicated in Table 2.5, staffing of educational administration programs varied considerably ranging from about three to 25 full-time equivalent academic staff members. In the universities for which data were available, a relatively high proportion of the academic staff (40 percent) held the rank of full professor, 35 percent were associate professors and 20 percent were at the assistant professor rank. Although many departments employed part-time faculty to some extent, no institution made extensive use of such services and the overall proportion of part-time staff was very low.

Where a distinct department structure did exist, the chairperson was usually appointed by the dean, on the advice of a committee, for a

Table 2.5

Number of Academic and Support Staff for Educational Administration Programs in Selected Universities

University	Academic	Non-Academic
Acadia	5.0	2.0
Alberta	24.3	8.0
British Columbia	7.5	10.5
Brock	4.0	-
Calgary	16.0	3.0
Laval	6.0	2.0
Manitoba	5.0[a]	1.0[a]
McGill	7.25	1.5
Memorial	8.0	1.0
Moncton	4.5	1.0
OISE	15.5	10.0
Ottawa	6.5	5.0
Québec, Chicoutimi	6.0	1.0
Québec, Trois-Rivières	3.0	-
Queen's	3.0	1.0
Regina	3.0	1.0
Saskatchewan	7.15	1.0

[a]Additional academic or secretarial services available as required.

Note: Numbers are reported in terms of full-time equivalents.

term of three to five years. Only three respondents indicated that the appointment was for an indefinite period. The reported number of formal department meetings ranged from fewer than five to more than 20 during the academic year. The majority of chairpersons reported that faculty

members usually participated in making decisions which involved (1) the selection and promotion of academic staff, (2) program and course changes and (3) admission of students. In only a few departments were faculty involved in making decisions regarding the selection or promotion of non-academic staff. On the basis of chairpersons reports it appears that in the majority of departments, part-time academic staff participate sometimes in formal decision making while non-academic staff members rarely or never have a formal vote.

Only two chairpersons indicated that there was a formal student organization within the department. In most institutions formal student associations were organized at a university or faculty level. Students had a formal vote in some departments through their representatives; however, it appeared more common for students to have access to decision-making processes through less formal channels. A summary of chairpersons responses to the questions which asked them to indicate how students participate in or influence departmental decision making is presented below:

Type of Participation	Number of Departments
Formal representation on departmental committees and meetings.	6
Informal communication with department chairperson.	8
Formal meetings with department chairperson.	3
Informal communication with various members of department staff.	11

The responses reflect all types of participation/influence in a department where more than one type applied.

Course Organization

The variations in size of departments, students served and program emphases were reflected in the differences in numbers of courses offered and the times when those courses were available.

Responses of department chairpersons indicated that the range of graduate-level courses offered was from six to 44 courses with a median of 13. Some departments offered no undergraduate courses while one offered eight. The median number of undergraduate courses was two for those departments which offered courses at this level.

The number of courses potentially available to students in various programs obviously was constrained by the total course offerings. In some programs Master's students could choose from among as many as 30 courses while the range reported for doctoral candidates was 11 to 39.

There was some variation in the in-class hours which defined a course across the departments. Seven chairpersons reported that a course involved 30-39 hours of instruction, and five indicated that 40-49 hours defined a course. Only two chairpersons indicated that a course involved 50 or more hours of instruction.

A wide range of practice was reported with respect to the time of day when courses were offered. Some departments offered no courses between 8:00 a.m. and 4:00 p.m. while some offered nearly all courses during this time. The range of courses offered during the 4:00 p.m. to 11:00 p.m. time period was from 10 percent to 100 percent; the median was about 50 percent. Saturday, or some combination of Friday night and Saturday, were not commonly used for scheduling courses.

The distribution of course offerings across various sessions was as follows:

Session	Range	Median
Regular winter session, on-campus	10% - 90%	50%
Regular winter session, off-campus	0% - 40%	9%
Spring or intersession	0% - 25%	2%
Summer session	0% - 70%	30%

The data reveal a relatively heavy emphasis on special-sessions teaching in some departments to very little or none in others.

Funding

Information on funding was provided for 16 universities. In four universities the budget allocation for the general operation of the department was the sole source of funding; nine reported having budget allocations specifically for graduate assistantships. Grants from non-university sources were rare and where they did exist, such grants never exceeded 12 percent of the department's total budget and were more likely to be between 1 and 5 percent of the budget. Field services and other contracted research were reported in five cases as contributing to the departmental budget. Again, the proportion of the total budget was small--5 percent or less.

The responses to the question concerning the percentage of full-time graduate students who received financial assistance from research or teaching assistantships varied from zero to 100 percent. Eleven department chairpersons reported that at least some students did receive this type of financial support, nine chairpersons reported scholarship funding from university sources and six reported that some students received scholarship type funding from sources other than the university.

Summary

1. Specialized graduate-level programs in educational administration have been offered by Canadian universities since 1956.

2. Nine universities offer doctoral programs, and at least 27 offer one or more routes to a Master's degree. A pre-Master's diploma or certificate program is available in 13 universities.

3. Enrolments in all programs vary widely across universities; the largest proportion of the enrolment in most universities consists of part-time students.

4. Sixteen of the Master's programs differentiate between a thesis and a non-thesis route; only a minority of students elect the thesis option.

5. The number of admissions, current enrolments and numbers of graduates suggest no major change in enrolment patterns.

6. The size of departments as defined by numbers of full-time staff ranges from three or fewer to more than twenty full-time equivalents. Although part-time staff are employed by a number of departments, no departments make extensive use of such services.

7. Department chairpersons are usually appointed for a three to five-year term. In most universities, a committee is involved in the selection of the chairperson although nominally the appointment is made by the dean.

8. Faculty members are influential in decisions concerning academic staff, programs and student admissions.

9. In general, students influence departmental decisions through informal rather than formal means.

10. Undergraduate course offerings ranged from zero to eight while the number of graduate courses offered ranged from six to 44.

11. Most commonly the number of instructional hours required for a course was between 30 to 39 hours.

12. Departments varied widely as to the time of day when courses were offered. The median proportions were 50 percent of courses offered in regular sessions and 30 percent offered in summer sessions.

13. Only some departments have specific budget allocations for graduate assistantships.

14. In some universities students receive no financial assistance while in others 100 percent of students received some kind of financial support from teaching assistantships, research assistantships or scholarships.

CHAPTER 3

RECRUITMENT, SELECTION AND ADMISSION PRACTICES

The various elements related to choice of and admission to a graduate program were examined from several perspectives. In the questionnaire survey department chairpersons were asked for information about recruitment activities and selection procedures. Coordinators were asked to identify the factors which entered into a student's choice of program and the admissions criteria applied. The students reported how they became aware of programs and about the information they were asked to provide prior to admission.

Recruitment

The activities and procedures which department chairpersons identified as being used to bring programs to the attention of students are reported in Table 3.1. The three most frequently reported procedures included distributing information to schools and school systems, to other faculties of education and departments and at educational conferences. Other procedures used reflected reliance on advertisements, personal contacts and the reputation of the program. The one method which 62 percent of chairpersons considered to be most effective in reaching potential students was distributing materials to schools and school systems.

Table 3.1

Recruiting Procedures and Target Areas Identified by Chairpersons

Procedure or Target Areas	f	%
Procedures:		
Distribute information to schools and school systems	15	94
Distribute information to faculties of education and other departments	9	56
Advertisements in professional journals	4	25
Distributing information at professional conferences	8	50
Geographic Area:		
Surrounding urban or metropolitan area	3	19
Province in which university is located	11	69
Provinces in the region	0	-
All provinces	0	-

Note: The chairpersons were asked to check all items which applied.

Apparently these recruitment activities were not always seen as adequate either by chairpersons or program coordinators in view of the number of comments respondents made about initiating more active recruitment procedures. For example, one chairperson reported that the department had "embarked on a campaign to attract a greater number of full-time students." In another department there has been a move toward a "more active recruitment program" which includes the "acceptance of a small number of students with non-school professional experience." Other departments may also be more sensitive to their recruitment activities in view of declining enrolments and some competition from other departments. As one respondent stated:

> We have been very reactive in recruiting thus far, but we propose to move to a much more proactive stance--advertising the program much more vigorously and relying much more heavily on nominations by key school district officials.

The precise nature of the more proactive stance by other departments was not clear from the responses.

As is also indicated in Table 3.1 chairpersons identified the geographic areas at which recruitment activities were directed. Sixty-nine percent of the respondents indicated that recruitment activities were directed primarily at the province in which the university was located while 19 percent reported that most of the recruiting activities were focused on the immediate metropolitan area.

Information was obtained from program coordinators about background characteristics of students currently enrolled in programs. The medians of coordinators' estimates of the proportions of students with various background characteristics are reported in Table 3.2. For both Master's and doctoral programs, a substantial proportion of students were reported as being Canadian citizens or landed immigrants and as having obtained most of their professional experience in the province in which the university is located. A significant proportion, approximately 60 percent as the median response, completed an earlier degree at the same university. Only a small proportion of students in either Master's or doctoral programs had no teaching experience. The median proportion of Master's candidates with two or more years of administrative experience at the school level was 50 percent. Although the median proportion of doctoral candidates who had less than two years of administrative experience was 40 percent, the comparable figure for two or more years administrative experience at a system level was 30 percent.

Table 3.2

Medians of Program Coordinators' Estimates of Proportion of Students with Selected Background Characteristics

Characteristics	Master's Students		Doctoral Students	
	f	%	f	%
Undergraduate at this institution	18	50	6	40
Completed B.Ed. or M.Ed. equivalent at this institution	19	60	6	60
Obtained most professional experience in this province	20	80	6	70
Obtained most of their professional experience in other provinces	13	10	6	10
Obtained most of their professional experience outside of Canada	11	10	6	10
Are Canadian citizens or landed immigrants	18	90	6	95
No teaching experience	4	10	4	10
Teaching experience but less than two years of administrative experience	20	50	6	40
Two or more years of administrative experience at the school level	18	50	6	20
Two or more years of administrative experience at the district, regional or provincial level	14	10	6	30

In general these characteristics of students are consistent with the factors which enter into recruiting activities of the various departments--the majority of prospective candidates are at the school level within the province in which the university is located. Whether greater

numbers of students could be attracted to out-of-province universities by more vigorous recruiting procedures remains an open question.

Program Selection

In order to obtain some assessment of the circulation of information about programs, coordinators were asked to identify the three main ways that students appear to become aware of programs. Students were also asked to rank order the three main ways by which they had become aware of the programs in which they were currently enrolled. The weighted responses of students and coordinators were used to establish the rank orders which are summarized in Table 3.3.

Table 3.3

Rank Orders of Ways in which Students Initially Became Aware of Program Based on Responses of Coordinators and Students

Initial Awareness	Coordinators			Students		
	All	Master's	Doctoral	All	Master's	Doctoral
Self-initiated search of options	1	2	2	1	1	1
Recommendation by friends[a]	2	1	3	-	-	-
Recommendation by professional	3	3	-	-	-	-
Previous course work	-	-	1	3	3	2
Recommendations by graduates[b]	-	-	-	2	2	-
Publicity literature	-	-	-	-	-	3

[a]This item appeared only on the coordinator questionnaire.

[b]This item appeared only on the student questionnaire.

When the responses of all program coordinators and of all students were combined, they agreed that a student's initial awareness of programs is frequently the result of a self-initiated search of options. Program coordinators perceived that recommendations by friends or professionals were more influential than students reported that they were. The second and third most influential factors as reported by all students were recommendations by graduates and previous course work, respectively. Doctoral students ranked publicity literature among the three major ways that they learned of available programs; however, this factor was not identified by sufficient numbers of respondents in order to be ranked among the top three by any other group. The open-ended responses yielded only a limited amount of additional information. Some students did elaborate their responses to the extent that they gave the name of the person who recommended the program or explained that "conversations with a faculty member" were very influential in helping them decide on a particular program.

Awareness of programs is obviously only the first phase of selecting a particular program. In an effort to determine what factors influence this choice, students were asked to rank order the three main reasons for their choice of a particular university or program. The coordinators of Master's and doctoral programs were also asked to identify the three main reasons which they thought had influenced students to select the programs in which they were currently enrolled. Individual responses were weighted and the composite rankings are summarized in Table 3.4.

Both doctoral and Master's students indicated that the type of program available was the most important factor affecting their choice.

Table 3.4

Rank Orders of Reasons for Program Selection Based on Responses of Coordinators and Students

Reason	Coordinators			Students		
	All	Master's	Doctoral	All	Master's	Doctoral
Convenient location	1	1	2	2	2	3
Reputation of faculty and/or program	2	2	1	-	3	2
Course schedule	3	3	-	3	-	-
Available financial aid	-	-	3	-	-	-
Type of program[a]	-	-	-	1	1	1

[a]This item appeared only on the student questionnaire.

Master's students ranked convenience of location second and reputation of the faculty and program third while these ranks were reversed for doctoral candidates. For the two groups combined, convenience of course schedule also emerged as a significant factor. Program coordinators perceived that the three most significant factors were convenience of location, reputation of the faculty/program and the course schedule. Coordinators of doctoral programs thought that availability of financial aid was an important factor; however, this did not rank in the upper three for any other category of respondents on the basis of procedures used to compile the data.

One-third of the Master's students reported that the type of program available at a particular university had been their first consideration. Individuals who elaborated on their responses or used the

"other" category gave a variety of reasons for their choice ranging from "opportunity available" and "was admitted promptly" to "ambient of study."

Admission to Programs

The practices regarding admission decisions varied to some extent across departments as well as across programs. In some cases the chairperson made the decision, in others it was the chairperson acting on the advice of a committee and, in still others, admission decisions were made by an admissions committee. In general, decisions on admissions to graduate programs were seldom left to the discretion of the department chairperson; an admissions committee which either made all decisions or which shared the responsibility with the chairperson was reported by almost 70 percent of the respondents.

The criteria for eligibility for admission to programs as reported by the coordinators are summarized in Table 3.5. For each criterion

Table 3.5

Percentage of Master's and Doctoral Program Coordinators Reporting Use of Various Admissions Criteria

Criterion	Master's Coordinators (N=21)	Doctoral Coordinators (N=8)
Grade point average	95%	100%
Recommendations	95%	88%
Teaching experience	71%	50%
Teaching certificate	57%	38%
Interview	19%	50%
Essay	10%	38%
Administrative experience	5%	38%
Departmental test	5%	12%
Other	19%	50%

is reported the percentage of respondents who indicated that it was applied for admission to doctoral and Master's programs. All coordinators identified grade point average as a criterion for admission to doctoral programs; recommendations were also used frequently but there was no general agreement on other criteria. In addition to, or instead of, some of the criteria listed in Table 3.5, doctoral applicants might be asked to "submit a sample of scholarly writing" or their Master's thesis or doctoral proposals. The responses of doctoral program coordinators to the question of most important criterion ranged widely, from grade point average to administrative experience to "other."

With respect to the criteria for admission to Master's programs, nearly all (95 percent) of coordinators were agreed as to the importance of both the grade point average and letters of recommendation. Seventy-one percent of the respondents considered some teaching experience to be essential but only 57 percent reported that possession of a teaching certificate was a criterion. Administrative experience was identified as a criterion by only one program coordinator. Other admissions requirements unique to particular departments that were mentioned by respondents included the following:

1. Pass a departmental screening committee which does not necessarily interview personally;
2. Pass a written French examination;
3. Two prerequisites: Introduction to Educational Administration and Research Methodology; and,
4. B.Ed. or equivalent.

The criterion which was given the greatest weight in making the decision for admission to Master's programs was the grade point average; 95 percent of the coordinators identified this factor. The remaining coordinators reported emphasis on teaching experience, personal interview and general academic record, among others.

A slightly different perspective on admissions criteria was obtained by asking students to indicate what information they had to provide in addition to the formal application for admission. The responses are summarized in Table 3.6. The only requirement which was reported by 80

Table 3.6

Distribution of Students by Requirements in Addition to Formal Admission Application

Requirement	Master's Students (N=69)	Ed.D. Students (N=10)	Ph.D. Students (N=21)
Submit letters of recommendation	86%	90%	95%
Submit proof of teaching experience	45%	40%	48%
Appear for a departmental interview	28%	50%	33%
Submit a statement of career goals	25%	80%	52%
Write a test such as Miller Analogies or Graduate Record	22%	50%	33%
Submit proof of administrative experience	17%	70%	29%
Submit an autobiographic essay	13%	30%	24%

percent or more of students in all programs was letters of recommendation. Proof of teaching experience was required of 45 percent of Master's students, 40 percent of the Ed.D. students and 48 percent of the Ph.D. students. Statements of career goals and appearing for a departmental interview were required more frequently of doctoral than of Master's applicants. Although five of the 10 Ed.D. students reported writing a test such as Miller Analogies or Graduate Record, only one-third of the Ph.D. students and less than one-quarter of the Master's students indicated that this was a requirement. The only category of students reporting proof of administrative experience as a requirement was that of Ed.D. students; seven out of the 10 respondents indicated that they were required to submit such proof. The autobiographic essay was used relatively infrequently for applicants to all programs.

An examination of the responses to the open-ended "other" category revealed that this had been used mainly to identify items that are normally components of a formal application such as the official transcript, vitae, names of references and so forth. A few responses did indicate that a variety of additional requirements does exist and varies with the individual applicant and the program. Among these were verification of completion of previous graduate work, submitting a copy of a published article, qualifying paper or statement of issues in education, raising undergraduate average and passing a competency test in the French language. Proof of previous educational background was generally required; however, departments appeared to accept student statements as to previous teaching and administrative experience.

There was wide variation in the responses of both Master's and

doctoral program coordinators to the question of the proportion of applicants who were denied admission. The range for Master's refusals was from 5 percent to 50 percent of the applicants. The median proportion for the 19 coordinators who responded to this question was 20 percent. For doctoral coordinators' responses, the lowest proportion reported by any was 20 percent while the greatest was 95 percent; the median of the seven responses was 40 percent of applicants as being denied admission.

The variations in proportions denied is due, in part, to variations in admission practices. As one coordinator clarified, the department sees only those applications which meet the minimum criteria for admission to a graduate program; consequently, a refusal rate of 20 percent may reflect a relatively high degree of selectivity. Another factor contributing to the apparent high variation is the relatively low enrolments in doctoral programs. If only one or two applicants are admitted, a refusal rate of 90 percent could be accurate. Furthermore, practices may vary from department to department so that what is considered a refusal in one case may in another be viewed as counselling prospective students not to proceed with a formal application.

Summary

1. The most frequently identified recruiting procedure was distributing information to schools and school systems.
2. Recruiting activities tend to be confined to the province in which the university is located.
3. Many departments see a need for more active recruitment in future.
4. A high proportion of students in both Master's and doctoral programs

obtained most of their professional experience in the province in which the university is located.

5. The median proportion of students who had completed a previous degree in the same university was 60 percent.

6. Only small proportions of students obtained professional experience outside of Canada.

7. Initial awareness of program is frequently the result of a self-initiated search of options and recommendations by friends or graduates.

8. The most important factor in choice of university, as reported by students, is type of program available. Coordinators perceive that convenience of location and reputation of the faculty and program are important factors.

9. Grade point average and letters of recommendation are the most commonly used admissions criteria for both Master's and doctoral programs.

10. The median proportion of students who were denied admission was 20 percent for Master's programs and 40 percent for doctoral programs, with a wide range across universities.

CHAPTER 4

PURPOSE, CONTENT AND STRUCTURE OF PROGRAMS

The characteristics of programs at both Master's and doctoral levels were examined in terms of purposes and structure. An indication of purpose was obtained by asking program coordinators to identify the positions for which programs were designed to prepare individuals; both students and coordinators reported on the orientation of programs and the topics which received the most emphasis in courses. Among the other aspects of programs which are discussed in this chapter are course, research and field experience components as well as residence and other program requirements.

Purpose and Orientation

The positions for which programs might be designed to prepare prospective administrators are listed in Table 4.1 together with information about the number of programs which provide appropriate preparation. Nearly all Master's program coordinators considered their programs as designed for within-school administrative positions such as principal and vice-principal. About three out of four considered them to be appropriate preparation for superintendent of schools and supervisor of instruction positions. A few programs were viewed as appropriate for various assistant

Table 4.1

Number of Coordinators Identifying Selected Positions as Those for Which Program was Designed to Prepare Administrators

Position	Master's Coordinators (N=21)	Doctoral Coordinators (N=8)
Assistant principal, elementary	18	1
Assistant principal, secondary	18	1
Principal, elementary	19	1
Principal, secondary	19	1
Supervisor of instruction (building level)	14	1
Superintendent of schools	14	4
Supervisor of instruction (district level)	15	3
Assistant superintendent		
business	2	1
personnel	9	3
instruction	10	2
pupil personnel	5	2
community relations	6	1
adult education	4	2
evaluation	4	2
Administrator, higher or continuing education	7	3
Professor		
educational administration	1	5
higher education administration	0	3
special education administration	0	0
Research director	2	4
Provincial or regional level administrator	4	3

superintendent positions, most frequently with responsibilities for instruction or personnel. Some programs also provided preparation for continuing education administrators and provincial or regional level administrative positions.

Doctoral programs were generally considered as appropriate preparation for positions above the school level; however, responses of coordinators suggested that the experiences provided within the parameters of programs were neither role- nor level-specific. The most frequently identified position was that of professor of educational administration followed by superintendent of schools and research director. The only position not checked was that of professor of special education administration. Other than this position, one or more coordinators indicated that preparation could be obtained for all positions listed at either the Master's or doctoral levels.

Program coordinators were also asked to estimate the proportion of students in their departments who were preparing themselves for various positions. The ranges and medians for these estimates, together with the number of coordinators on whose responses these are based, are presented in Table 4.2. Public school administrators received a median of 85 percent with a range of 30 percent to 100 percent; that is, 19 coordinators indicated that some candidates in their departments were preparing themselves as administrators for the public schools. The median of the estimates of the proportion of students with this goal was 85 percent of Master's candidates. The median proportion of students who were preparing themselves for further study was 25 percent, while the range was from 2 percent to 33 percent. Although the median proportion for community college administrators was only 5 percent, one coordinator indicated that one-third of students in that program were preparing themselves for this type of position. The proportion of Master's students in any program who were preparing themselves for the other types of positions was low.

Table 4.2

Ranges and Medians of Program Coordinators' Estimates of Proportions of Students Preparing for Selected Types of Positions

Position	Master's			Doctoral		
	f	Range	Median	f	Range	Median
University professors	2	-	5%	7	5-100%	35%
R & D specialists	3	2-5%	4%	3	5-25%	10%
Public school administrators	19	30-100%	85%	6	5-65%	40%
Community college administrators	14	3-33%	5%	3	2-15%	10%
College/university administrators	3	2-5%	3%	4	5-13%	10%
Provincial/regional agency administrators	11	1-10%	5%	5	10-35%	20%
Further study	20	2-33%	25%	-	-	-

The responses of six coordinators indicated that the median of proportions for public school administrators among doctoral students was 40 percent with a range from 5 percent to 65 percent. Although the median for professorships was 35 percent, the range was from a low of 5 percent to a high of 100 percent. The proportion of students preparing themselves as provincial/regional agency administrators ranged about a median of 20 percent. Only relatively small proportions of doctoral students were preparing themselves as R & D specialists, community college administrators or administrators in higher education.

The orientations of programs were defined in terms of the relative emphasis on the development of conceptual, human relations and technical skills. Almost one-half (48 percent) of program coordinators considered

that the emphasis was equal among these three while over one-quarter (28 percent) thought that the emphasis in the programs was equal between conceptual and human relations skills. Five coordinators regarded the emphasis to be on the conceptual skills, only one on technical skills and none on human relations skills alone.

When the responses of all students were combined, the order of emphasis was conceptual (34 percent), equal between conceptual and human relations (28 percent) and equal among conceptual, human relations and technical (14 percent). As is indicated in Table 4.3, a higher proportion of doctoral students than Master's students perceived an orientation to conceptual skills in their programs while more of the latter perceived the emphasis to be on a combination of conceptual and human relations skills. Of interest is the result that 24 percent of Ph.D. students perceived a balance between conceptual and technical which is a higher proportion than for either Master's or Ed.D. students. The explanation for the difference may lie in the specific interpretation which was placed on technical skills by the different groups of students.

Apparently, the majority of programs strive for a balanced orientation; however, in terms of students' views, the emphasis on conceptual and human relations skills is greater than on the development of technical skills.

In order to obtain a further indication of emphasis in programs, coordinators and students were asked to identify the seven topics in a list of 37 (plus "other") which were emphasized in the greatest number of courses. The rank orders of the frequency of mention for the 11 topics which were among the top seven for all categories of respondents are presented in Table 4.4. Responses for all categories indicate that

Table 4.3

Number and Percentage of Coordinators and Students Identifying Various Orientations of Programs

Skills Emphasized	Coordinators (N=29)		Master's Students (N=69)		Ed.D. Students (N=10)		Ph.D. Students (N=21)	
	f	%	f	%	f	%	f	%
1. Conceptual	5	17	17	25	7	70	10	48
2. Human relations	-	-	-	-	-	-	-	-
3. Technical	1	3	1	1	-	-	1	5
4. Equal between 1 and 2	8	28	25	36	1	10	2	9
5. Equal between 1 and 3	-	-	8	12	1	10	5	24
6. Equal between 2 and 3	-	-	2	3	-	-	-	-
7. Equal between 1, 2 and 3	14	48	16	23	1	10	3	14
No response	1	3	-	-	-	-	-	-

administrative theory receives the most emphasis in both Master's and doctoral programs. Combined responses for all coordinators would place leadership second followed by research methods; however, doctoral program coordinators indicate less emphasis on leadership and more on politics of education. Instructional supervision ranks third on the basis of Master's program coordinators' responses. The responses of Master's students results in a ranking of second for decision making and third for organizational development. For Ph.D. students these ranks were held by research methods and decision making while for Ed.D. students they were held by politics of education and decision making.

Although they rank among the top seven for at least one category of respondent, topics such as instructional supervision, economics of education, curriculum development and evaluation do not appear to receive

Table 4.4

Rank Orders of the Seven Topics Considered by Coordinators and Students to Receive Most Emphasis in Programs

Topic	Coordinators			Students			
	All	Master's	Doctoral	All	Master's	Ed.D.	Ph.D.
Administrative theory	1	1	1	1	1	1	1
Leadership	2	2	6	3	4	4	7
Research methods	3	4	3	5	6	6	2
Decision making	4	4	-	2	2	3	3
Politics of education	4	7	2	6	7	2	4
Instructional supervision	6	3	-	-	-	-	-
Economics of education	7	-	3	-	-	-	-
Organizational development	7	-	3	4	3	6	4
Curriculum development	-	4	-	-	5	-	-
Evaluation	-	-	-	-	-	6	-
Human relations	-	-	6	-	7	4	4

much emphasis. Only four topics were among the top seven for Master's and doctoral coordinators as well as Master's, Ed.D., and Ph.D. students. These were administrative theory, leadership, research methods and politics of education. However, politics of education appeared to receive much more emphasis in doctoral programs than it did in Master's programs.

Course Requirements

According to the responses of students and coordinators which are summarized in Table 4.5, the total number of courses required to

Table 4.5

Distribution of Coordinators and Students by Total and Compulsory Number of Courses in Master's and Doctoral Programs

Number of Courses	Coordinators				Students					
	Master's		Doctoral		Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%	f	%	f	%
Total number:										
Fewer than 5	-	-	2	25	1	1	-	-	-	-
5 - 9	9	43	3	38	26	38	9	90	10	48
10 - 14	8	38	1	12	33	48	-	-	9	43
15 - 20	3	14	-	-	9	13	1	10	2	10
No response	1	5	2	25						
Compulsory:										
Fewer than 5	8	38	4	50	27	39	7	70	6	29
5 - 9	9	43	1	12	34	49	3	30	11	52
10 - 14	2	10	-	-	7	10	-	-	1	5
15 - 20	-	-	-	-	-	-	-	-	1	5
No response	2	10	3	38	1	1			2	10

fulfill degree requirements varied widely across programs. Only one Master's student reported including fewer than five courses in his program while 38 percent reported taking from five to nine courses, 48 percent from 10 to 14 and 13 percent from 15 to 20 courses. The responses of coordinators provided additional evidence of this variation in the course component of programs. Forty-three percent of the coordinators reported fewer than 10 courses, 38 percent from 10 to 14, and 14 percent from 15 to 20 courses. The variation might be explained, in part, by the varying definitions of what constitutes a course. In some universities, requirements might be expressed in terms of "full" courses while in others it may be "half" courses or semester courses.

The results in Table 4.5 also show that almost 90 percent of Master's students reported taking nine or fewer compulsory courses. Only two coordinators reported more than nine compulsory courses.

Two coordinators indicated that fewer than five courses were required on doctoral programs, three reported five to nine and only one indicated more than 10 courses. One-half of the coordinators indicated that fewer than five of these courses were compulsory. Nearly all Ed.D. students reported taking fewer than 10 courses while Ph.D. students were almost equally divided between fewer than 10 and 10 or more courses. The majority of Ed.D. students indicated that fewer than five of the courses were compulsory while the majority of Ph.D. students had from five to nine compulsory courses on their programs.

Program coordinators were asked to indicate the number of courses which students were required to take in each of the following areas: statistics or educational research, history/philosophy of education, curriculum development, educational psychology, educational sociology, supervision of instruction, organization theory, educational finance, politics of education and administrative theory. Responses of Master's program coordinators indicated that courses were most frequently required in the areas of organization theory, administrative theory and research/statistics; seldom was more than one course required in each of these. About one-half of the programs required courses in supervision and even fewer in curriculum or educational finance. Courses in educational psychology or educational sociology were required by only a few programs. Doctoral programs required courses most frequently in organization theory and statistics followed by administrative theory and politics of education.

As is indicated in Table 4.6, the courses which students selected reflected these program requirements. The three areas most frequently identified--organization theory, statistics and administrative theory--were common to all three programs. Although these were not a requirement

Table 4.6

Number and Percentage of Students Including Courses from Selected Areas in Their Programs

Area	Program					
	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Organization theory	57	83	9	90	21	100
Statistics	53	77	8	80	21	100
Administrative theory	51	79	7	70	18	86
Supervision of Instruction	41	59	2	20	6	29
Curriculum	35	51	3	30	9	43
Politics of Education	34	49	5	50	13	62
Educational Finance	34	49	3	30	10	48
Educational Sociology	24	35	4	40	9	43
History/Philosophy	17	25	1	10	4	19
Educational Psychology	16	23	2	20	3	14
Other	31	45	4	40	11	52

in the majority of programs, approximately one-half of the Master's students selected courses in supervision, curriculum, politics and finance. Fifty and 40 percent of Ed.D. candidates reported taking courses in politics and educational sociology, respectively. Over 60 percent of Ph.D. students selected courses in the politics of education and between 40 and 50 percent selected courses in curriculum, educational finance and educational sociology. Courses in educational psychology and history/philosophy of education were infrequently selected.

Among the "other" areas identified by Master's students as those from which they selected courses were higher education, computing science, evaluation, vocational education and communications theory. Doctoral students reported taking courses from areas such as the administration of higher education, change processes, urban education and counselling.

Program coordinators were asked to indicate what the major/minor or supporting field requirements were in each of the programs. Eighty-one percent of Master's coordinators and the majority of doctoral co-ordinators indicated that only a major in educational administration was required. A minor in the faculty of education was reported as a program requirement by one Master's and one doctoral program coordinator.

The number of program coordinators who indicated that specialization was possible in selected areas is summarized below:

Area	Master's Program	Doctoral Program
Administrative theory	12	6
Economics of education	7	5
Politics of education	7	7
Organization design	7	6
Educational planning	7	3
Research methods/statistics	6	5
Higher education	5	5
School law	3	1

Given that coordinators could check each response which applied, the relatively low number of responses indicates that either the areas were inappropriate or that Master's programs were not designed to develop specific specializations. A number of coordinators did make reference to the generalist nature of their programs. With the exception of

educational planning and school law, most doctoral program coordinators regarded their programs as providing opportunities for specialization in various areas. Individualization of programs at both the Master's and doctoral levels may enable students to develop specializations related to either administrative functions or positions which are not readily identified with these disciplinary areas.

The most common areas for specialization by Master's students were administrative theory, educational planning and organizational design. As is indicated in Table 4.7, these were identified by 23 percent, 22 percent and 14 percent of the Master's students, respectively. Only small

Table 4.7

Number and Percentage of Students Developing Various Areas of Specialization

Specialization	Program					
	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Administrative theory	16	23	2	20	6	29
Educational planning	15	22			2	10
Organizational design	10	14			2	10
Research/Statistics	4	6				
Politics of education	2	3	1	10	1	5
Higher education	2	3	1	10	3	14
School law	2	3				
Economics of education	1	1			3	14
Other	16	23	5	50	4	19
No response	2	3	1	10		

proportions of students indicated that they were specializing in the other areas listed in the table. In the "other" category, mention was made of

such areas as community education, evaluation, curriculum development and teacher evaluation. Of the nine Ed.D. students who responded, two identified administrative theory but there was little apparent overlap in the identification of areas of specialization. Areas that were mentioned included politics of education, higher education, curriculum/communications, policy decision making, policy implementation and professional development. One Ed.D. student responded, "My specialty is being a generalist." The most frequently identified area by Ph.D.students was administrative theory; however, beyond that there was wide variation in the specializations being pursued. No students in doctoral programs identified research/statistics or school law as areas in which they were specializing.

Location of Courses

Although there was provision in all programs for students to select courses from fields other than educational administration, both coordinators and students reported that the majority of time devoted to formal coursework was spent within the department. As is indicated in Table 4.8, the median proportion of time which 68 Master's students

Table 4.8

Median Proportion of Formal Coursework Time Students Devote to Courses Offered by Various Departments

Department	Program					
	Master's		Ed.D.		Ph.D.	
	f	Median	f	Median	f	Median
Department of educational administration	68	80%	10	80%	21	60%
Other departments in faculty of education	46	20%	7	10%	10	20%
Departments outside of faculty of education	10	10%	4	10%	7	20%

reported spending within educational administration was 80 percent. The median time for the 46 students who took some courses outside of the department but within the faculty was 20 percent. Only 10 students reported taking any courses outside the faculty, and the median time was 10 percent. Doctoral respondents reported a median of 80 percent and 60 percent respectively for Ed.D. and Ph.D. students within the department. About one-half of Ph.D. students reported taking some courses in other departments of the faculty and seven took courses outside of the faculty. The median proportions of time were 20 percent in each case; for Ed.D. students these were 10 percent each.

The pattern of responses summarized in Table 4.8 indicates that some students in all three programs reported taking all of their coursework within the department of educational administration. When students did take courses outside of the department, Master's students tended to stay within the faculty but doctoral students were equally likely to select courses from outside as from within the faculty.

The fields from which students selected courses offered by other departments are identified in Table 4.9; most frequently, courses in curriculum and research/statistics were taken in other departments. In comparison, relatively few Master's students took courses in educational psychology, sociology, educational foundations or psychology. About one-third of doctoral students took courses in sociology outside of their home departments.

Program coordinators indicated that students selected courses from a variety of fields but, with only a few exceptions, the proportion of students taking courses in any one area was small. The fields in

Table 4.9

Number and Percentage of Students Who Reported Including Courses from Selected Fields in Their Programs

Field	Program					
	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Curriculum	29	42	3	30	9	43
Research/statistics	21	30	3	30	9	43
Educational psychology	9	13	-	-	-	-
Sociology	9	13	3	30	7	33
Educational foundations	8	12	-	-	4	19
Psychology	6	9	-	-	3	14
Social psychology	-	-	2	20	-	-
Computer science	-	-	-	-	3	14

which the larger proportion of students in some universities took courses were curriculum, research/statistics, educational foundations and educational psychology. Coordinators reported that no students were currently taking courses in the humanities, history or foreign languages and that very few students were taking courses in fields such as law, economics, social psychology and anthropology.

Field Experiences

Both program coordinators and students were asked to indicate what the required field experiences were. The item responses included participation in paid activities, participation in non-paid activities and combinations of these. As is indicated in Table 4.10, 60 percent of Master's coordinators and 50 percent of doctoral coordinators indicated that there was no required field experience; this was confirmed by the

Table 4.10

Number and Percentage of Coordinators and Students Reporting Various Types of Required Field Experiences in Master's and Doctoral Programs

Field Experience	Coordinators				Students					
	Master's		Doctoral		Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%	f	%	f	%
1. Participation in non-paid field activities (e.g. observations, member of survey team, involvement in conferences)	5	24	1	12	12	17	1	10	6	29
2. Participation in paid field activities (e.g. field studies, administrative internships)	-	-	-	-	2	3	-	-	-	-
3. Combination of 1 and 2.	1	5	1	12	7	10	1	10	5	24
4. No required field experiences	13	62	4	50	40	58	5	50	10	48
5. Other	1	5	1	12	5	7	2	20	-	-
No response	1	5	1	12	3	4	1	10	-	-

responses of students. Five Master's programs and one doctoral program require participation in non-paid field activities. Approximately one-half of doctoral students reported having participated in some type of field activity; however, the proportion of Ed.D. respondents was much lower. Thirty percent of Master's students reported participating in some form of field activity.

Research Requirements

Students were asked to indicate whether an original research

project was required, optional or not part of program requirements. Fifty-four percent of the responding Master's students indicated that a research project was compulsory; however, the response format did not make it possible to determine whether or not this research project had to take the form of thesis research or whether it was part of a course requirement or some less formal form. The proportions for whom a research project was either optional or not a requirement were 28 percent and 16 percent respectively. As might be anticipated, a research project was required of all doctoral students.

The distribution of responses of coordinators and students by research course requirements are summarized in Table 4.11. Over one-third

Table 4.11

Number and Percentage of Coordinators and Students Reporting Various Research Requirements for Master's and Doctoral Programs

Course Requirement	Coordinators				Students					
	Master's		Doctoral		Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%	f	%	f	%
Introduction to research in education	14	67	3	38	44	64	4	40	12	57
Advanced research design	1	5	5	62	9	13	1	10	14	67
Introductory statistics	10	48	1	12	35	51	1	10	10	48
Advanced statistics	-	-	4	19	8	12	-	-	7	33
Thesis proposal seminar	4	19	7	33	28	41	7	70	16	76
Other research courses	1	5	1	12	2	3	1	10	3	14
No research course requirement	5	24	-	-	14	20	2	20	-	-

of doctoral coordinators reported that an introduction to research in education was required. However, 62 percent of doctoral programs required

an advanced research design course. Forty-eight percent of Master's programs required an introductory statistics course but only one program included a compulsory advanced research design course.

The responses of students reflected these program requirements; 64 percent of Master's students reported taking an introduction to research course and 51 percent an introductory statistics course while 41 percent participated in a thesis proposal seminar. Only 20 percent of the students reported that there was no research course requirement. The majority of Ph.D. students were required to take an introduction to research, advanced research design course and a thesis proposal seminar. Other than the thesis proposal seminar, Ed.D. students responses did not reveal consistency in research course requirements across programs.

Program coordinators estimated the proportion of research projects of various types which were submitted for completion of programs. The types included conceptual/empirical study, case study, position paper, personal log and others. Responses indicated that the emphasis varied from department to department as well as within and between programs. The following types were mentioned most frequently: conceptual/empirical studies, case studies, literature reviews and project evaluations. Theory development theses and new analytic approaches were reported by some doctoral coordinators and, less frequently, by some Master's coordinators.

Program and Research Advisors

The majority of students in all programs reported having an advisor. Where a research project was a program requirement, all coordinators reported that students had advisors. The description of the frequency of meetings between students and advisors was similar for students

in all programs. Approximately 70 percent of Master's students and 65 percent of doctoral students indicated that they met with their advisors as many as four times each term. One-quarter of students in both Master's and doctoral programs met with their advisors five or more times per term.

Responses of coordinators indicated that the most frequently used procedure was the selection of advisors by students; the other commonly used method was appointment of the advisor by the department, with or without student consultation. From student responses it appeared almost equally probable for the advisor to be selected by the student as to be appointed by the department. The responses of doctoral students suggested that the selection of advisors by students was the more common practice. Comments by the respondents indicated that even in those cases where advisors were assigned by the department, students usually had opportunities to influence the decision.

According to coordinators' responses, a common practice was to have supervisory committees for all research projects. The number of faculty members on such committees ranged from two to four for Master's projects and from two to five for doctoral projects. An oral defense of the research project report was a requirement on all doctoral programs and for 80 percent of Master's research projects. Final oral examination committees usually required the addition of faculty members from outside the department to the advisory committee.

Residency Requirements

Information on full-time residency requirements for programs was obtained from the coordinators. The responses for Master's and doctoral programs are summarized below:

Residence	Master's Program	Doctoral Program
One-half year or less	2	0
One year	5	3
Two years	0	5
More than two years	0	0
No residence	13	0
No response	1	0

Thirteen (62 percent) of the Master's program coordinators reported that there was no full-time residency requirement. For the remaining programs, the residency requirement was one year or less. The residency requirement for doctoral programs was two years in six departments and one year in the other three. A Ph.D. program usually required two years at six universities and one year at two others; for the Ed.D. the residency requirement was one year at one university and two at the other.

Since the practices of students may differ from the formal requirement, students were asked to indicate the longest period of continuous residence as a full-time student; responses are reported in Table 4.12.

Table 4.12

Distribution of Students by Longest Period of Continuous Residence

Time Period	Program					
	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
6 months or less	2	3	-	-	-	-
7 - 12 months	40	58	2	20	1	5
13 - 16 months	14	20	2	20	3	14
17 - 20 months	8	12	1	10	5	24
21 - 25 months	4	6	2	20	11	52
More than 25 months	-	-	2	20	1	5
No response	1	1	-	-	-	-

The anticipated period of continuous residence as a full-time student ranged from less than six months to more than 21 months. The majority of Master's students (58 percent) anticipated that the longest period of continuous residence would be 7 to 12 months; 20 percent anticipated that it would be 13 to 16 months and 12 percent planned to be in residence 17 to 20 months. Doctoral students in both programs reported a similar range--from 7 - 12 months to 25 months or longer; however, there was greater variation within the Ed.D. group as to anticipated residence. The majority of Ph.D. students (52 percent) anticipated that they would be involved in continuous full-time study for 21 - 25 months. Less than 20 percent of the Ph.D. students planned to spend a shorter period of time than 16 months as full-time students. Although the opportunity for splitting the residence periods probably exists in most departments, fewer students in Ph.D. programs than in Ed.D. programs appear to follow this practice.

Other Degree Requirements

Information was obtained from program coordinators about other program requirements including major examinations, culminating projects and language or research requirements. The responses are summarized in Table 4.13.

Approximately one-half of the Master's coordinators indicated that there was no examination requirement. Six (30 percent) reported a final comprehensive examination requirement, two indicated that there was a research proposal examination and one reported that there was a mid-program examination. Doctoral program coordinators reported that final comprehensive and research proposal examinations were required in about

Table 4.13

Number of Coordinators Reporting Various Examination, Culminating Project and Language Requirements

Requirement	Master's Programs	Doctoral Programs
Major Examinations:		
Written and/or oral mid-program exam	1	0
Final comprehensive	6	3
Both of the above	0	1
Research proposal exam	2	4
No major exam	10	0
Other/No response	2	0
Culminating Project:		
Major paper	3	0
Thesis or dissertation	5	7
Field project and report	1	0
No culminating project	6	0
Other/No response	6	1
Language/Research:		
One foreign language	0	1
Two foreign languages	1	0
One foreign language plus computer or statistics	1	0
Computer and/or statistics	5	4
No language/research	11	1
Other/No response	3	2

one-half of the programs; comments indicated that a final thesis examination was common to all programs.

Thirty percent of Master's programs had no culminating project requirement. The culminating projects which were required in other

departments varied considerably. Among the ways in which the requirement could be fulfilled was a major paper in three programs, a thesis in five and a field project report in one other. A thesis was a common requirement of Ph.D. programs, but one Ed.D. program required a major paper, a thesis and an administrative internship report.

Second language requirements were characteristics of only a few programs; however, computer or statistics courses were more often required, particularly in doctoral programs. Eleven Master's coordinators indicated that there was neither a language nor a research requirement. Among the other requirements that did not appear to be rigidly enforced were those which included a balance of coursework inside and outside the faculty, and field experience requirements.

Summary

1. Both Master's and doctoral programs offer preparation for a variety of administrative and academic positions.
2. The orientation of programs is intended to be balanced between conceptual, human relations and technical skills. Students perceive greater emphasis on the conceptual and human relations than on the technical.
3. Administrative theory is the one topic which receives the greatest emphasis in educational administration programs.
4. Course requirements vary considerably across departments; the majority range from five to 14 total courses on Master's programs and doctoral programs. Approximately one-half of the total appears to be compulsory courses.

5. Compulsory courses tend to be in the areas of organization theory, administrative theory and research/statistics.

6. The majority of programs require only a major in educational administration and have no minor or supporting requirements.

7. Programs at both Master's and doctoral levels appear to permit individualization and provide specialization in a variety of areas. The most common areas for specialization by Master's students are administrative theory, educational planning and organizational design.

8. Only a small proportion of formal coursework time involves courses outside of the department of educational administration. Most frequently, this involves taking courses in curriculum and research/statistics.

9. The majority of programs require no participation in field activities, and approximately one-half of the students do not report such experiences.

10. A research project or thesis is required of all doctoral students but is mandatory for only about one-half of Master's candidates.

11. About one-quarter of the Master's programs have no research course requirement. The majority of Master's candidates do take introductory research and statistics courses while Ph.D. students tend to take advanced research design courses.

12. The majority of all students have program or research advisors and meet with them regularly.

13. Sixty-two percent of Master's programs have no residency requirement;

however, the majority of full-time candidates anticipate a period of residence at least seven months in duration. The majority of Ph.D. students anticipate at least 16 months continuous residence as full-time students. Most programs still require two years of residence in total.

14. The majority of Master's programs have no major examination or language/research requirements and almost one-third have no culminating project.

15. Foreign language requirements are characteristic of only a few programs.

CHAPTER 5

INSTRUCTIONAL APPROACHES

The instructional approaches which characterize programs include factors such as the types of learning activities as well as the instructional modes experienced by students. The nature and quality of these instructional practices contribute to the development of general program characteristics such as the interrelatedness of parts and the mix of theory and practice. Information presented in this chapter is based on the reports of students and program coordinators.

Program Time Allocation

Responses of students indicated that there was wide variation in the proportion of time that was spent in formal instruction, research projects and field experiences. Most students in all programs devoted a high proportion of time to formal instruction and independent study. As is indicated in Table 5.1, the median proportion of time for Master's students was 60 percent and for doctoral students the proportion was 40 percent; however, the range was 20 - 100 percent for Master's students and 10 - 90 percent for doctoral students. The proportion of time reported by Ph.D. students for research projects was higher than that reported by Ed.D. or Master's students with medians of 50 percent for the former and 30 percent

Table 5.1

Median Proportion of Time Students Devote to Different Learning Activities

Activity	Program					
	Master's		Ed.D.		Ph.D.	
	f	Median	f	Median	f	Median
Formal instruction and independent study	67	60%	10	40%	21	40%
Field experiences	35	10%	7	20%	11	10%
Research projects	61	30%	10	30%	21	50%

for each of the latter groups. A range of from 10 to 70 percent for Master's students indicated that some students in this program were devoting more time to research than some doctoral students.

The median proportion for those Master's students who reported devoting any time to field experiences was only 10 percent and for the Ph.D. and Ed.D. students it was 10 percent and 20 percent respectively.

The estimates of program coordinators indicated even higher proportions of time for formal instruction than those reported by students. Table 5.2 shows that the medians of these estimates were 80 percent for

Table 5.2

Medians of Coordinators' Estimates of Proportion of Time Students Devote to Different Learning Activities

Learning Activity	Master's Coordinators		Doctoral Coordinators	
	f	%	f	%
Formal instruction	20	80	6	50
Field experiences	13	10	4	10
Research projects	18	20	6	40

Master's programs and 50 percent for doctoral programs. Their estimates of the proportion of time devoted to research projects was slightly less than that reported by students. The median for the estimates of 18 Master's coordinators was 20 percent and for six doctoral coordinators it was 40 percent. Coordinators' estimates agreed with student reports that a low proportion (median 10 percent) of time was devoted to field experiences by students who had any such experience at all.

These responses indicate that both by design and in actual practice, programs place heavy emphasis on activities of a formal instruction type. Research projects involve more of a student's time on doctoral programs, particularly the Ph.D. programs, while field experiences receive little emphasis for the majority of students.

Instructional Settings

The instructional setting in educational administration courses was defined in terms of the number of students in a course; respondents were asked to estimate the proportion of time that the instructional settings indicated in Table 5.3 were experienced. Master's students reported that the largest proportion of time (median of 60 percent) was in instructional settings of 10 to 30 students; the median proportion of time for the 56 students who reported any time in instructional settings of 2 - 10 students was 40 percent. Only 22 Master's students experienced tutorials for a median of 20 percent of the time. The medians for doctoral candidates are roughly similar, with the exception that the median proportion of time that Ed.D. students reported in small settings was higher than for the other two groups.

Table 5.3

Median Proportion of Time Students Experience Various Instructional Settings in Educational Administration Courses

Setting	Program					
	Master's		Ed.D.		Ph.D.	
	f	Median	f	Median	f	Median
More than 30 students	12	10%	-	-	3	10%
10 - 30 students	59	60%	7	30%	2	50%
2 - 10 students	56	40%	10	60%	21	40%
Tutorials	22	20%	6	20%	8	10%

The estimates of Master's program coordinators were similar to the proportions reported by the students as is indicated in Table 5.4. According to the coordinators, the distribution was approximately two-thirds in settings of 10 - 30 students and one-third in settings of

Table 5.4

Medians of Coordinators' Estimates of Proportion of Time Students Experience Various Instructional Settings

Setting	Master's Coordinators		Doctoral Coordinators	
	f	%	f	%
More than 30 students	5	10	1	10
10 - 30 students	20	70	8	20
2 - 10 students	20	30	8	60
Tutorials	16	10	7	20

2 - 10 students. Estimates of doctoral program coordinators tended to be more in the direction of the smaller settings than those actually reported by students; the proportions for both types of doctoral programs were

closer to those reported by the Ed.D. students than those reported by the Ph.D. students.

Modes of Instruction

Instructional modes were examined in terms of the extent to which lectures, discussion and independent study were experienced in the educational administration courses, as well as the types of activities carried out in courses. Table 5.5 shows the median proportions of times students

Table 5.5

Median Proportion of Time Students Experience Various Methods of Instruction in Educational Administration Courses

Instruction Mode	Program					
	Master's		Ed.D.		Ph.D.	
	f	Median	f	Median	f	Median
Lecture	61	20%	6	20%	15	10%
Discussion	68	50%	10	70%	21	60%
Independent study	48	20%	8	20%	16	20%

reported experiencing various methods of instruction. Students in all programs indicated that the major portion of time in courses involved some form of discussion or two-way communication. Lectures were reported for a median of 20 percent on Master's and Ed.D. programs and 10 percent for Ph.D. programs. Independent study occupied another 20 percent of course-work time on all programs. Coordinators' estimates were similar to those proportions reported by students; however, these estimates were slightly higher for the proportion of time devoted to lectures.

Another perspective on modes of instruction was obtained through information on the frequency with which students experience activities

such as group processes, self-instruction, case studies, simulation, field trips and computer uses in their educational administration courses. The data in Table 5.6 indicate that there were both similarities and

Table 5.6

Distribution of Students by Frequency with Which They Report Experiencing Various Types of Activities

Activity	Program	Always/ Often	Sometimes	Rarely/ Never	No Response
Group processes	Master's	22%	23%	52%	3%
	Ed.D.	20%	20%	60%	
	Ph.D.	10%	24%	67%	
Self-instruction programmed modules	Master's	10%	20%	65%	4%
	Ed.D.	0%	20%	80%	
	Ph.D.	10%	19%	71%	
Case studies	Master's	23%	54%	22%	1%
	Ed.D.	0%	60%	30%	10%
	Ph.D.	43%	43%	14%	
Simulation	Master's	14%	33%	52%	
	Ed.D.	10%	30%	60%	
	Ph.D.	10%	38%	52%	
Field trips	Master's	3%	23%	70%	4%
	Ed.D.	10%	20%	70%	
	Ph.D.	14%	38%	43%	5%
Computer use	Master's	3%	25%	65%	7%
	Ed.D.	20%	20%	50%	10%
	Ph.D.	10%	48%	38%	5%

Note: The Ns are as follows: Master's = 69; Ed.D. = 10; and Ph.D. = 21

differences between Master's and doctoral programs. The majority of students rarely or never experienced group processes, self-instruction modules or simulation/role playing. However, group processes were experienced more frequently than either of the other two. Field trips

were experienced less frequently by Master's and Ed.D. candidates than by Ph.D. students. Although 43 percent of Ph.D. students reported experiencing case studies frequently, the proportion was only 23 percent for Master's and zero for the Ed.D. students. In addition to field trips, doctoral students also reported experiencing computer uses more frequently than did Master's students. All activities were experienced by at least one-quarter of the students in all programs some of the times.

The responses of coordinators are presented in Table 5.7; these indicate that case studies and simulations/role playing should be encountered most often in Master's programs. Self-instruction programmed

Table 5.7

Distribution of Coordinators by Frequency with Which Students Experience Various Types of Activities

Activity	Program	Always/ Often	Sometimes	Rarely/ Never	No Response
Group process techniques	Master's	4	7	7	3
	Doctoral	3	1	3	1
Self-instruction programmed modules	Master's	2	6	11	2
	Doctoral	0	2	5	1
Case studies	Master's	12	8	0	1
	Doctoral	2	3	2	1
Simulations/ role playing	Master's	8	12	0	1
	Doctoral	2	3	2	1
Field trips	Master's	1	8	11	1
	Doctoral	2	2	3	1
Computer use	Master's	4	9	[illegible]	2
	Doctoral	4	2	[illegible]	1

modules and field trips received the highest number of rarely/never responses. For doctoral programs, coordinators perceived that of the

various activities self-instruction modules would be least frequently experienced in educational administration courses.

Although there is a possibility that students could experience a variety of instructional activities in their courses, none are used extensively enough to suggest that major reliance is placed on selected techniques. A great deal of emphasis would still appear to be placed on two-way communication which is possible within regular classes as indicated by the reliance on discussion and such activities as case studies and simulation in the form of role playing.

Program Characteristics

Coordinators and students were asked to indicate the extent to which they considered their programs to be characterized by currency of course content, relevance to student needs, interrelatedness of parts and the other factors listed in Table 5.8. The table presents the rank orders based on the responses of coordinators; there are some differences between perceptions of Master's and doctoral coordinators. The Master's coordinators considered their programs to be characterized by currency, relevance, interrelatedness with a mix of theory and practice. Although doctoral coordinators responses agreed with the first three to some extent, individualization of programming received the highest rank. Doctoral coordinators did not perceive effective mixing of theory and practice as did Master's coordinators while innovative practices and individualization of instruction received low ranks from both groups.

The responses of Master's and doctoral students are reported in Table 5.9. The one factor which appears to be most characteristic of programs is currency of course content. To a lesser extent they are also

Table 5.8

Selected Characteristics of Programs Rank Ordered by Extent to Which Coordinators Perceive Them to Apply to Their Programs

Characteristic	Master's Programs	Doctoral Programs
Currency of course content	1	2
Relevance to student needs	2	3
Interrelatedness of parts	3	4
Mix of theory and practice	4	7
Individualization of programming	5	1
Useful repetition	6	5
Innovative practices	7	8
Individualization of instruction	8	6

characterized by relevance to student needs, interrelatedness of parts and student-faculty communication. Programs are not considered by students to be characterized by innovative practices or individualization of instruction; however, Ph.D. students do perceive a fairly high degree of individualization of programming. To a greater degree than the other two groups, Ed.D. students perceived lower degrees of innovative practices, student-faculty communication and useful repetition. The reasons for these differences could not be determined from the information which was available.

Summary

1. Students in all programs spend a relatively high proportion of their time in formal instruction activities.
2. The proportion of time which Ph.D. students devote to research

Table 5.9

Distribution of Students by Extent to Which They Perceive Selected Characteristics as Applying to Their Programs

Characteristic	Program	Very Much/ Much	Some	Little/ Not at all	No Response
Currency of course content	Master's	77%	16%	3%	4%
	Ed.D.	50%	40%	10%	
	Ph.D.	71%	24%		5%
Relevance to student needs	Master's	48%	45%	6%	1%
	Ed.D.	20%	70%	10%	
	Ph.D.	67%	29%		5%
Useful repetition	Master's	23%	58%	16%	3%
	Ed.D.	0%	60%	30%	10%
	Ph.D.	24%	52%	19%	5%
Interrelatedness of parts	Master's	45%	48%	6%	1%
	Ed.D.	50%	20%	30%	
	Ph.D.	43%	43%	10%	5%
Mix of theory and practice	Master's	28%	46%	26%	
	Ed.D.	40%	60%		
	Ph.D.	38%	48%	10%	5%
Student-faculty communication	Master's	57%	35%	9%	
	Ed.D.	30%	20%	50%	
	Ph.D.	52%	38%	5%	5%
Innovative practices	Master's	22%	39%	38%	1%
	Ed.D.	10%	30%	60%	
	Ph.D.	38%	33%	24%	5%
Individualization of instruction	Master's	25%	32%	42%	1%
	Ed.D.	30%	40%	30%	
	Ph.D.	19%	57%	14%	10%
Individualization of programming	Master's	30%	30%	29%	10%
	Ed.D.	40%	20%	20%	20%
	Ph.D.	62%	24%	5%	10%

activities is higher than that reported by Ed.D. or M.Ed. students.

3. Field experiences account for only a small proportion of time for students in all programs.

4. The majority of instructional time for Master's and Ph.D. candidates

is in settings of 10 - 30 students; Ed.D. students report somewhat smaller instructional settings.

5. The most commonly used instructional mode is discussion while the remaining time appears to be divided almost equally between lecture and independent study.

6. A large proportion of students rarely or never experience such activities as group processes or self-instruction programmed modules in their educational administration courses; case studies and simulation are encountered more frequently by Master's students, while doctoral students report more frequent computer uses.

7. Programs are characterized by relevance of course content and to a lesser extent by relevance to student needs, interrelatedness of parts and good student-faculty communication.

8. The majority of respondents did not consider programs to be characterized by innovative practices or individualization of instruction.

CHAPTER 6

FACILITIES AND SERVICES

The facilities and services which are available to students make important contributions to the effectiveness of learning experiences. In order to gain some impression of the availability and standard of such services, chairpersons and students were asked to rate a number of items on a scale with these response categories: Excellent, Good, Fair, Poor, and Non-Existent. The items concerned services such as audio-visual, computer, laboratory and library and facilities such as work space, parking, recreation and housing. In this chapter the responses are presented separately for chairpersons and students followed by some comparisons.

Chairpersons' Ratings

The results of chairpersons' ratings are summarized in Table 6.1; in order to simplify the presentation and discussion, two response categories, Good and Fair, have been combined. In terms of the proportion of excellent ratings for items, 38 percent of chairpersons considered audio-visual services, and supplies and telephone service to be of high quality. Just under one-third of the respondents considered computer and duplicating equipment, and library service to be excellent. One-quarter of the chairpersons gave this same high rating to clerical-secretarial service,

Table 6.1

Percentage Distribution of Department Chairpersons' Ratings of Facilities and Services Available

Facility or Service	Excellent	Good/ Fair	Poor/Not Existent	No Response
1. Audio visual services	38%	44%	6%	12%
2. Audio-visual supplies	38	44	6	12
3. Classroom space	19	63	6	12
4. Clerical/secretarial service	25	56	6	12
5. Computer equipment	31	56	0	12
6. Computer service	25	50	12	12
7. Conference space	19	50	19	12
8. Duplicating equipment	31	56	0	12
9. Duplicating services	25	56	6	12
10. Faculty housing	19	50	12	19
11. Faculty work space	25	44	12	19
12. Food/snack services	0	63	25	12
13. Laboratory facilities	0	56	19	25
14. Laboratory services	0	44	31	25
15. Library service	31	56	0	12
16. Library stock	12	75	0	12
17. Lounge space	19	50	19	12
18. Mail service	25	62	0	12
19. Parking facilities	31	44	6	19
20. Phone service	38	50	0	12
21. Recreational facilities	19	50	12	19
22. Student housing	12	62	6	19
23. Student work space	19	56	6	19
24. Transportation facilities	12	75	0	12

computer service, duplicating service, faculty work space and mail service.

A high proportion, 60 percent or more, considered classroom space,

food/snack services, library stock, mail service, student housing and transportation facilities to be good to fair.

The items with the highest proportion of "Poor" or "Non-Existent" ratings were laboratory services (31 percent) and food/snack services (25 percent). Although conference space, laboratory facilities and lounge space were rated favorably by the majority of respondents, 19 percent of the chairpersons viewed these as poor or non-existent in their departments. With these items as exceptions in some departments, chairpersons would seem to regard favorably the facilities and services necessary or desirable for attaining the goals of the educational administration program.

Students' Ratings

In general, the results reported in Table 6.2 for Master's students indicate a less favorable rating by students than by the chairpersons. Only one item, library service, was rated as "Excellent" by more than one-quarter of the respondents. Four others received this rating by 20 percent or more of students; these items related to audio-visual services and supplies, computer service and duplicating equipment. More than one-third considered clerical/secretarial service to be poor or non-existent and 30 percent placed food/snack services in this same category. Approximately one-quarter gave a low rating to parking facilities, recreational facilities and student housing.

The majority of students (70 percent or higher) considered the following items to be good or fair: audio-visual supplies, classroom space, computer equipment, conference space, library stock and lounge space.

Table 6.2

Percentage Distribution of Master's Students' Ratings of Facilities and Services

Facility or Service	Excellent	Good/ Fair	Poor/Not Existent	No Response
1. Audio-visual services	23%	67%	6%	4%
2. Audio-visual supplies	20	70	6	4
3. Classroom space	17	77	4	1
4. Clerical/secretarial service	4	58	35	3
5. Computer equipment	19	71	1	9
6. Computer service	20	64	7	10
7. Conference space	10	72	12	6
8. Duplicating equipment	20	65	13	1
9. Duplicating service	19	62	16	3
10. Food/snack services	7	59	30	3
11. Laboratory facilities	0	64	16	20
12. Laboratory services	1	59	14	25
13. Library service	32	61	6	1
14. Library stock	19	74	6	1
15. Lounge space	10	70	20	0
16. Mail service	9	83	4	4
17. Parking facilities	9	62	26	3
18. Phone service	12	64	20	4
19. Recreational facilities	16	49	25	10
20. Student housing	4	58	25	13
21. Student work space	14	68	14	3
22. Transportation facilities	13	64	16	7

Doctoral students rated a number of services more favorably than did the Master's students. As is indicated in Table 6.3, at least one-quarter of the respondents considered 13 items to be excellent in their departments, and for some items the proportion was considerably higher.

Table 6.3

Percentage Distribution of Doctoral Students' Ratings of Facilities and Services

Facility or Service	Excellent	Good/ Fair	Poor/Not Existent	No Response
1. Audio-visual services	35%	48%	6%	10%
2. Audio-visual supplies	26	52	10	13
3. Classroom space	39	42	13	6
4. Clerical/secretarial service	3	42	45	10
5. Computer equipment	58	29	3	10
6. Computer service	48	39	6	6
7. Conference space	42	35	16	6
8. Duplicating equipment	19	52	23	6
9. Duplicating service	13	55	26	6
10. Food/snack services	13	65	16	6
11. Laboratory facilities	23	39	19	19
12. Laboratory services	19	35	26	19
13. Library service	35	55	3	6
14. Library stock	35	58	0	6
15. Lounge space	32	42	19	6
16. Mail service	26	58	10	6
17. Parking facilities	19	65	6	10
18. Phone service	26	45	23	6
19. Recreational facilities	23	45	26	6
20. Student housing	16	45	26	13
21. Student work space	35	45	13	6
22. Transportation facilities	32	55	3	10

More than one-half of the doctoral students considered computer equipment to be excellent and 48 percent gave the same rating to computer service. Among the other items which received high ratings were conference space (42 percent) and classroom space (39 percent). Thirty-five percent of the

respondents rated audio-visual services, library service and stock and student work space as excellent.

The majority of students considered these facilities or services to be good or fair: audio-visual supplies, duplicating equipment and service, food/snack services, library services and stock, parking facilities and transportation facilities. As is discussed below, some of these same items received unfavorable ratings from a significant proportion of students. No doubt, this reflects inter-departmental differences in the services which are available to students.

Clerical/secretarial services received the highest proportion (45 percent) of poor or non-existent ratings. The generally unfavorable availability of this service is indicated by the fact that the next highest proportion of poor and non-existent rating was 26 percent for duplicating service, laboratory services, recreational facilities and student housing.

Comparisons

The rank orders of the five items which received the most favorable ratings and the five which received the least favorable ratings from each group are presented in Table 6.4. The Master's students tended to rate library and audio-visual services more favorably than did doctoral students while the latter gave higher ratings to computer service and equipment. Doctoral students also gave more favorable ratings to classroom and conference space than did Master's students.

Chairpersons' responses tended to be in agreement with Master's students regarding audio-visual services and supplies and with doctoral students regarding computer equipment. In addition they considered phone service and parking service more favorably than did the student groups.

Table 6.4

Rank Orders of Items Rated Excellent and Poor/Non-Existent by Students and Chairpersons

Item	Master's Students	Doctoral Students	Chair-Persons
Excellent:			
Library service	1	6.5	
Audio-visual service	2	6.5	2
Audio-visual supplies	4		2
Computer service	4	2	
Duplicating equipment	4		5
Computer equipment	7	1	5
Duplicating service	7		
Library stock	7	6.5	
Conference space		3	
Student work space		6.5	
Classroom space		4	
Phone service			2
Parking facilities			5
Poor/Non-Existent:			
Clerical/secretarial service	1	1	
Food/snack service	2		2
Parking facilities	3		
Recreational facilities	4.5	3.5	
Student housing	4.5	3.5	
Lounge space	6.5		4
Phone service	6.5	6.5	
Duplicating service		3.5	
Laboratory services		3.5	1
Duplicating equipment		6.5	
Conference space			4
Laboratory facilities			4

Differences in responses may be due to a number of factors. The more favorable ratings of items by doctoral students may reflect a real difference in the resources of those departments which offer the latter program. Even if both programs are available in the same department, doctoral students may have access to greater numbers of services than do Master's students, and differences in negative ratings may reflect differences in the need for services. Chairpersons, no doubt, were responding in terms of the services and facilities available within the department and to the department as a whole and not with reference to any particular group. Some services which they consider available may not be available to students; some needs which they see may not be apparent to students.

Summary

1. Chairpersons considered audio-visual services and supplies and telephone service to be of high quality in a number of departments; high ratings were also given to computer and duplicating equipment and to library service.

2. The services which were most frequently rated as poor or non-existent were laboratory and food/snack services.

3. Library service was rated most favorably of all items by Master's students; audio-visual services and supplies, computer services and duplicating equipment were also rated favorably for some departments.

4. Approximately one-third of the Master's students considered clerical/secretarial services and food/snack services to be poor or non-existent.

5. Doctoral students gave highly favorable ratings to computer equipment and services followed by conference and classroom space. Audio-visual and library services also received high ratings.

6. Low ratings were given by doctoral students to availability of clerical/secretarial services, duplicating services, laboratory services, recreational facilities and student housing.

7. Doctoral students generally rated availability of facilities and services more favorably than did Master's students; chairpersons tended to rate fewer facilities and services as poor or non-existent.

8. Differences between groups may be due to differences in the services available in various departments, differences in services available to Master's and doctoral students, differences in needs of various groups and differences in perceptions.

CHAPTER 7

STUDENT PLACEMENT

The availability of suitable posts for graduates of educational administration programs carries important implications for nearly all facets of those programs. From the perspective of prospective students, career prospects will influence the decision of whether or not to undertake study and, consequently, will affect the size and growth of such programs. From the perspective of the university, placement in specific types of posts will influence decisions on purpose and components of programs. Although these considerations are important at all times, they may be particularly significant during a time of declining enrolments and budgets which affect the number of administrative positions available as well as changes in the educational system which affect the types of skills that are expected of graduates. In the sections which follow some information is presented about the placement patterns and career aspirations of students in educational administration programs as well as activities undertaken by departments to assist students and to monitor their careers.

Career Plans and Prospects

Students were asked at the time of the survey whether or not they were assured of a position in terms of having either obtained a position

or were returning to a previous position. The responses are summarized below:

	Master's		Ed.D.		Ph.D.	
	f	%	f	%	f	%
Yes	42	61	5	50	6	29
No	26	38	5	50	14	67
No response	1	1			1	5

As is indicated by these data, the majority of Master's students were assured of positions while the majority of Ph.D. students were not. Thirty-eight percent of Master's students, 50 percent of Ed.D. students and 67 percent of Ph.D. students were seeking positions.

The types of positions which were presently held and the types for which students were applying are summarized in Table 7.1. Of the 35 Master's students who responded to this item, 17 indicated that they were assured of positions as teachers and the other 18 identified various positions most of them administrative in nature. The eight doctoral students all identified administrative positions such as principal or administrative/consultant posts. Whether or not these students actually did return to these positions is not clear from the study. As a number of the respondents pointed out, the fact that they were assured of a position did not mean that they were not also seeking another position; consequently, many of the Master's candidates who were teachers may have also been applying for posts as principal or hoping for such a promotion.

Those students who did not hold positions were applying for various administrative posts. The majority of Master's candidates were applying for administrative posts at the elementary or secondary level; however, three were searching for academic careers at a college or university level

Table 7.1

Distribution of Students by Position Held and Position for Which They Were Applying

Position	Master's f	Ed.D. f	Ph.D. f
Presently held:			
Teacher	17		
Vice or assistant principal	4		4
Principal	4	3	1
Department administrator	3	1	
Consultant or supervisor	2		1
Professor of education	1	1	
Administrator, teachers' organization	1		
Assistant superintendent	1		
Adult education director	1		
Recreation administrator	1		
Program administrator			1
Central office administrator			1
Superintendent			1
Total	35	5	9
Applying:			
Administration	7		4
Teacher	4		
Principal	3	1	
Professor, lecturer	3	3	6
Doctoral program	2		
Vice principal	1		
Curriculum consultant			1
Other	1		
Total	21	4	11

and four were applying for teaching posts. Doctoral students were applying for one or both administrative posts and teaching/research at a college or university level. Comments indicated that the administrative posts would likely be at the school district, regional or provincial level.

In order to supplement the information from students, program coordinators were asked to estimate the following proportions of graduates at the time of program completion in 1975: (1) those who held continuing or temporary appointments; (2) those who obtained continuing appointments within three months; and (3) those who did not obtain continuing appointments. The responses are summarized in Table 7.2 which presents the number of responses in each category and the median of the coordinators' estimates.

Table 7.2

Medians of Coordinators' Estimates of Proportions of Students in Various Employment Categories

Employment Category	Master's		Doctoral	
	f	Median	f	Median
Held a continuing appointment at the time of the final oral	15	90%	4	65%
Held a temporary appointment at the time of the final oral	3	10	2	15
Held no appointment but began a continuing appointment within three months of the final oral	7	20	5	20
Held no appointment and hold only a temporary appointment now	2	5	2	20

The range of proportions varied greatly for each response item. Although the median of the estimates of 15 Master's coordinators was 90 percent of students holding continuing appointments, the range was from

20 percent to 100 percent. Seven coordinators indicated that some students in their programs began a continuing appointment within three months; the median of these estimates was 20 percent of students while the range was from 5 percent to 80 percent. Only two coordinators indicated that any of their Master's graduates still held only temporary appointments; the estimate was 5 percent in each case.

Responses of doctoral coordinators indicate that a lower proportion of students than that estimated by Master's coordinators held a continuing appointment. The median of the estimates was 65 percent of students but the range was 50 percent to 80 percent. The responses of the five coordinators who indicated that some of the graduates obtained appointments within three months ranged from 10 percent to 100 percent with a median of 20 percent. Two coordinators estimated that as high as 20 percent of the graduates still held only temporary appointments. The range in each response category is clearly a function, in part, of the small enrolments in doctoral programs.

Employment Patterns

The patterns of employment of recent graduates was described by the geographic location in which positions were obtained as well as the types of positions. Location was described in terms of these categories: same urban area as the university, not in same urban area but in same province, in another province and outside of Canada. Department chairpersons were asked to provide estimates of the proportions of all graduates in each of these categories while program coordinators presented estimates for students in particular programs.

As is indicated in Table 7.3, approximately one-half of all graduates hold appointments in the same urban area as the university while approximately 30 percent hold appointments in the same province.

Table 7.3

Medians of Chairpersons' and Coordinators' Estimates of Proportions of Students Who Hold Appointments in Various Geographic Locations

Location	Department Chairperson		Master's Coordinators		Doctoral Coordinators	
	f	Median	f	Median	f	Median
Same urban area as university	13	40%	16	50%	5	50%
Not in same urban area but same province	14	30	17	30	3	30
In another province	9	10	7	10	4	30
Outside of Canada	4	10	3	5	2	50

Department chairpersons' estimates for those holding appointments in another province or outside of Canada ranged from 5 percent to 30 percent for each category with a median of 10 percent. Since only nine and four chairpersons reported any students at all in these categories, the majority of departments have no graduates outside of the province. The proportions of doctoral graduates employed outside of the province appears to be somewhat higher. Four coordinators indicated that from 10 percent to 50 percent of graduates were employed in another province with a median of 30 percent. Only two doctoral coordinators reported students employed outside of Canada but the proportion was high--50 percent in each case. This is probably accounted for almost entirely by graduates of low enrolment programs returning to their home countries. Given the relatively low

enrolments of doctoral programs, the actual numbers of students involved is likely to be quite low.

Information was also obtained from coordinators about the proportion of students who were employed in various types of positions; specific information was requested about the 1972-74 graduates and 1975 graduates. The median of coordinators' estimates for Master's graduates are presented in Table 7.4. The median of the estimates of 16 coordinators for 1972-74

Table 7.4

Medians of Coordinators' Estimates of Proportion of the 1972-1974 and 1975 Master's Graduates Employed in Selected Positions

Position	1972-1974		1975	
	f	Median	f	Median
University teaching/ research/administration	2	5%	3	10%
College teaching/research/ administration	6	10	5	10
Department of education	8	10	6	10
Regional office			4	5
Superintendency			5	20
Assistant superintendency			4	10
School systems	7	20		
Principalships	16	40	17	50
Teaching/Assistant principals	12	40	13	30

indicated that 40 percent of the graduates were in principalships while the median of 17 coordinators' estimates was 50 percent of 1975 graduates were in principalships. The range in each year was large; for 1975 one coordinator estimated that only 10 percent held principalships while the

coordinator of another program gave an estimate of 100 percent. The second highest median was for teaching/assistant principalship positions--40 percent for 1972-74 and 30 percent for 1975. According to coordinators' estimates only relatively small proportions of students in relatively few programs accepted the other positions which were listed.

An examination of responses by departments revealed that the combination of principalship and a teaching post with or without administrative responsibilities would account for 70 percent to 100 percent of Master's graduates. The responses for only one university fell below 70 percent for these two types of positions combined.

As might be expected, a different pattern was evident in the employment of doctoral graduates, one which indicated much greater variation from university to university. The results are presented in Table 7.5. Coordinators' estimates for the proportion of graduates in university positions ranged from 10 percent to 50 percent for 1972-74 and from 20 percent to 50 percent for 1975 with a median of 30 percent in each case. The proportion of students in colleges also remained approximately the same; however, fewer coordinators reported graduates employed at the department of education, regional or school system level in 1975 than in the preceding three years. Responses indicated that in some departments significant proportions of graduates were employed in the other positions listed while the majority of respondents did not list any in these categories. In part, the variation may be explained by the relatively small numbers of graduates involved.

Table 7.5

Medians of Coordinators' Estimates of Proportion of Doctoral Graduates in 1972-74 and 1975 Employed in Selected Positions

Position	1972-1974		1975	
	f	Median	f	Median
Universities	6	30%	5	30%
Colleges/technical institutes	3	20	4	30
Departments of education, provincial/regional	4	10	1	50
School systems central office administrators or supervisors	5	20	1	10
Principals	1	30	1	30
Assistant principals	1	20	1	30
Consultants	1	20	1	40
Research institutes	1	30	1	20
Teachers' associations	2	10		

Student Placement and Follow-Up

Program coordinators also estimated the proportion of students completing programs in 1975 who were assisted in finding positions by the department or the university placement service. The results were as follows:

	Master's	Doctoral
Number	9	4
Range	5 - 20%	10 - 100%
Median	10%	45%

Only 9 Master's and 4 doctoral program coordinators indicated that any proportion of the graduates were assisted in finding positions. The proportion of students at the Master's level was relatively low and never

exceeded 20 percent. For doctoral students the median was 45 percent, although the range was from 10 percent to 100 percent. The difference between Master's and doctoral graduates can be explained, in part, by the relatively large proportion of Master's students who were assured of positions as compared to the doctoral graduates, if the situation which obtained in 1975 also obtained in previous years. Information was not obtained on the manner in which this assistance was provided.

A related item is that of procedures which are used by the department to monitor reactions to the program and to follow-up of graduates. Chairpersons were asked to identify each type of activity which applied to their department. The responses are summarized below:

Method	f	%
Personal contacts between members of department and graduates	14	88
Occasional surveys of all graduates	5	31
Systematic career monitoring through continuing contact with graduates	2	12
Other	2	12

The majority of departments relied on personal contacts, and about one-third used the occasional survey of graduates. Only two reported systematic career monitoring and two identified other means. These other means included course evaluations and an alumni newsletter.

Summary

1. The majority of Master's students who were included in the survey were assured of positions at the time of data collection while the majority of doctoral students had neither obtained a position nor were on leave from a position.

2. Most of the Master's students were applying for positions, or already held positions, at the school level; doctoral students indicated a preference for teaching/research positions at the post-secondary level and administrative positions at the provincial, regional or school district levels.

3. Significantly more Master's students than doctoral students held continuing appointments at the time of program completion.

4. The majority of Master's and doctoral graduates accepted positions in the urban area or the province in which their university was located. Only small proportions of graduating students were employed in other provinces or outside of Canada.

5. Most Master's graduates find positions at the school level as principals or as teachers with or without administrative responsibilities.

6. Universities, colleges and departments of education employed a large proportion of doctoral graduates.

7. A larger proportion of doctoral than Master's graduates were assisted in finding a position by the department or university placement service.

8. Departments rely heavily on personal contacts between members of the department and graduates for monitoring reactions to programs and student follow-up.

CHAPTER 8

RECENT, DESIRED AND PROJECTED PROGRAM CHANGES

Although the main focus of this study was on the characteristics of programs at the time the data were being collected, an attempt was also made to obtain information about the nature of program developments. Department chairpersons and program coordinators were asked to identify program changes introduced within two years prior to the study as well as changes projected for the following two years. The student respondents were asked to identify aspects of the program in which they thought some changes would be desirable. Results of compiling answers to these questions are presented in this chapter.

Recent Changes

The frequency with which department chairpersons and program coordinators reported recent changes in various aspects of the educational administration program are shown in Table 8.1. The four areas most frequently identified were as follows: course content or instructional processes; program structure; recruitment, selection and admission of students; and students' research experiences. Some changes were reported in department purposes, program completion requirements and department

Table 8.1

Number and Percentage of Chairpersons and Coordinators Reporting Recent Changes in Various Aspects of Programs

Program Aspect	Department Chairperson (N=16)		Coordinators			
			Master's (N=21)		Doctoral (N=8)	
	f	%	f	%	f	%
Course content or instructional processes	9	56	11	52	4	50
Program structure	5	31	7	33	4	50
Recruitment/selection/ admission	5	31	5	24	1	12
Students' research experiences	4	25	6	29	-	-
Department purposes or objectives	3	19	3	14	1	12
Program completion requirements	3	19	4	19	1	12
Department governance	3	19	-	-	-	-
Sources or levels of funding	-	-	-	-	-	-
Facilities or services	-	-	-	-	-	-
Placement of graduates	-	-	-	-	-	-
Other changes	1	6	-	-	1	12
No changes	2	12	1	5	-	-

governance, in the latter case by the chairpersons only. None of the respondents reported any changes in placement of graduate students, sources or levels of funding, or in facilities and services.

Chairpersons and coordinators agreed that the most common changes were related to course content and program structure. The specific changes reported in this area were similar across programs. In general, these involved most frequently the revision of existing courses, shifting of

course content and the development of new courses. Other changes reported included more diversified instructional strategies, increased use of audio-visual materials and an increased emphasis on research within courses.

Some of the changes in program structure were related to course changes, in particular to a redefinition of core courses and specializations. Some departments introduced more significant changes such as the addition of a non-thesis route or an increased emphasis on projects and field components. Program completion requirement changes which related to these included a comprehensive oral or written examination at the end of an all-course program, the requirement of a project or an internship and strengthening of academic requirements.

Several chairpersons and coordinators reported a more active recruitment program and more stringent selection of students in recent years. Most of the references to changes in students' research related to the relative emphasis on research and specific types of research activity. The few changes in department purposes related to such developments as placing increased emphasis on preparation for the principalship and moving from a general to a more specialized program at the Master's level.

Desired Changes

Student respondents were asked to identify the aspects of their respective programs in which they thought some changes would be desirable. The same responses as had been used to obtain information from chairpersons and coordinators on recent changes were provided; however, students were not asked for elaborative comments. Ten Master's students and two doctoral students thought that no changes were required; however, all of the

responses were checked by one or more students.

As is indicated in Table 8.2, the one aspect of the program which was most frequently identified as an area in which some change would be desirable was program content or instructional processes. This response

Table 8.2

Number and Percentage of Students Identifying Aspects of Programs in Which They Considered Changes Would be Desirable

Program Aspect	Master's Students (N=69)		Doctoral Students (N=31)	
	f	%	f	%
Program content or instructional processes	31	45	18	58
Research experiences	19	28	11	35
Program processes or objectives	17	25	13	42
Program structure	16	23	8	26
Facilities and services	14	20	7	23
Recruitment/selection/admission	14	20	6	19
Sources or level of funding	13	19	10	32
Completion requirements	13	19	3	10
Department governance	7	10	1	3
Student placement	4	6	1	3
Other	7	10	4	13
No changes required	10	14	2	6

was checked by 45 percent of Master's respondents and 58 percent of doctoral respondents. The doctoral students saw more improvement possible in program processes or objectives than did Master's candidates; however, it was ranked high as an aspect for possible improvement by both groups. Research experiences were identified by 28 percent of Master's and 35

percent of doctoral students. Doctoral students indicated a greater concern for improved funding than did the Master's respondents.

Respondents saw possibilities for improvements in other areas including program structure, facilities or services, recruitment/selection/admission and completion requirements. Only a few respondents identified student placement or department governance. Desired changes other than those listed appeared to elaborate the areas identified and referred to factors such as the following: teaching proficiency, flexibility in programming, financial support and interest in students.

The idiosyncratic nature of these points of view is illustrated by the responses of two students from the same institution. One commented:

> Changes mostly on socialization end, i.e., making students feel more secure, more at home, more supported by staff--staff is more concerned with intervention and consultancy work in some instances than with development of students Also, changes in program; more on common skills such as assessment of needs, climate measurement, etc.

The other student simply stated, "Snack bar." Perhaps the comment of another student may reflect the attitudes of still others: "Nothing is perfect but I have no major complaints."

Projected Changes

A number of department chairpersons and program coordinators anticipated no changes in various aspects of their programs over the next two years at the time when they responded to the questionnaire. The frequency with which other chairpersons and coordinators identified possible changes is indicated in Table 8.3. The most frequently identified projected changes were in areas of course content and students' research

Table 8.3

Number and Percentage of Chairpersons and Coordinators Identifying Projected Program Changes in Various Aspects of Programs

Program Aspect	Department Chairpersons (N=16)		Coordinators			
			Master's (N=21)		Doctoral (N=8)	
	f	%	f	%	f	%
Course content or instructional processes	7	44	9	43	2	25
Students' research experiences	6	38	6	29	1	12
Recruitment/selection/ admission	6	38	5	24	0	
Program completion requirements	5	31	5	24	0	
Department purposes or objectives	4	25	5	24	1	12
Sources or levels of funding	3	19	0		0	
Program structure	2	12	6	29	1	12
Department governance	0		0		0	
Facilities or services	0		0		0	
Placement of graduates	0		0		0	
Other changes	0		1	5	1	12
No changes	3	19	0		2	25

experiences. Program coordinators anticipated more changes in program structure than did the department chairpersons. There was agreement that some changes were also likely to occur in recruitment and admission practices, program completion requirements and department objectives. No changes were projected in relation to department governance, facilities and services, or placement of graduates.

In elaborating on these possible changes, the respondents identified a variety of specific developments; however, some respondents did not indicate the specific changes which they anticipated. With reference to content and instructional processes, mention was made of continuous development in general by a number of the respondents. The specifics which were mentioned included more emphasis on field and clinical experiences, and the development of courses and modules. In relation to program structure, one respondent indicated different types of courses in fields such as ethics, educational theory and human development. Another indicated a change in structure to accommodate full-time as well as part-time students.

Several respondents indicated that they were planning more active and aggressive recruitment to attract a broader clientele, to increase numbers of full-time students and to maintain the level of existing enrolments.

Although some changes in students' research experiences were anticipated, the nature of the changes did not come through clearly in elaborative comments. In general, these related to an increased emphasis on research and attempts to improve the quality of research. Anticipated changes in program completion requirements related to reviewing all-course programs, addition of a culminating project and increasing field experiences. Similar comments were made in relation to purposes, namely, more emphasis on practical applications and field experiences in a number of programs.

Several department chairpersons made reference to the need (or possibility) for more funding; they identified contract research as one possible new source.

In general the projected changes appear to reflect either continuation of recent changes or some new ones in light of changing circumstances. Continued development of program content and structure seems to be related to the emerging nature of the field of study. The increased emphasis on recruitment and selection may reflect the desire to maintain enrolments at a time when declines can be anticipated and also a desire to be more selective. Emphasis on research, on culminating projects or a comprehensive oral would appear to reflect more emphasis on scholarship. However, this appears to be balanced by other components which are more practice-oriented: field experiences, courses designed for specific administrative tasks and introduction of program modifications suited to the needs of part-time students.

Summary

1. The aspects of programs in which most changes have been made in recent years include course content or instructional processes; program structure; recruitment, selection, and admission of students; and students' research experiences.

2. There have been few or no changes in areas such as sources or levels of funding, facilities and services, and placement of graduate students.

3. Students would like to see more changes in program content or instructional processes, research experiences, program purposes or objectives and program structure.

4. The areas in which future changes are likely to take place include course content or instructional processes, students' research experiences and program structure.

5. Changes in some programs will also focus on recruitment, selection and admission of students; program completion requirements; and department purposes or objectives.

6. The recent and projected changes indicate a number of major thrusts: (1) continued development of the content of the field of study; (2) re-emphasis on quality of program through selection of students and added completion requirements; and (3) increased efforts to develop the practical or applied aspects of programs.

CHAPTER 9

CONCLUSION

The variations in programs and practices which have been described in preceding chapters render it somewhat hazardous to attempt generalizations about educational administration programs in Canadian universities. The risk of distortion is increased when the generalizations are based on questionnaire data which have not been supplemented by first-hand observation or experience in those programs. Choosing the less risky alternative of not attempting any generalizations leaves the report incomplete. Consequently, the only acceptable course of action seems to be to develop some generalizations based on the assumption that these will be considered in light of the earlier discussion.

Some Generalizations

The generalizations which follow are highly tentative; they result as much from impressions as they do from clear evidence of trends, and they should be read as such. Some of them apply more to one program--Master's, Ed.D. or Ph.D.--than to the others. In those cases where differences are not pointed out, the assumption is that the variation will have been made clear in the text or the summaries of the preceding chapters.

1. As a result of the rapid growth of educational administration programs over the past twenty years, opportunities for graduate study in this field are now readily accessible to the majority of educators in nearly all provinces of Canada. These programs are characterized by wide variations in such factors as size (number of faculty and student enrolment), ratio of full-time to part-time students, the structure of programs and related characteristics; however, there are also similarities which reflect common sources of influence and adaptations to similar situations.

2. The majority of programs appear to have primarily a local or provincial character: they tend to recruit and attract students who live in the same metropolitan area and province, they serve part-time students who live within commuting distance, and their graduates tend to find employment in the same geographic area as the university. Although some programs do enrol students from other provinces and countries, these students constitute only a minor portion of the total enrolment.

3. Both the Master's and doctoral degree programs appear to have a heavy academic/research emphasis: academic background and aptitude are important factors in admission, formal study is emphasized, and research courses and projects are frequently compulsory components of programs. Indications are that only limited attention is given to administrative practices in terms of selection of students, content of programs or instructional methods.

4. High degrees of specialization within administration are not characteristic of educational administration programs; they are more generalist in nature. Although Master's programs are considered to be

most suited as preparation for within-school administration and doctoral programs for other administrative and research/teaching posts, no identifiable program elements relate clearly to such differentiation. Programs provide preparation for a variety of positions and permit sufficient individualization of programming to provide for a diversity of specializations.

5. Programs are primarily conceptual in orientation; human relations skills receive some emphasis but a balance of conceptual, human relations and technical skills does not appear to be achieved. Topics such as administrative theory, organization theory and research methods are commonly emphasized.

6. For the vast majority of students, graduate study in educational administration is part-time study. The majority of Master's programs do not have a residence requirement, and some doctoral students are unable to complete a program in one continuous period of residence. Particularly for Master's students, completing a degree program involves attendance in evening session classes and other sessions such as the summer session.

7. Only a minority of students now elect a thesis route at the Master's level in programs where the choice of a non-thesis route exists. The majority of students are enrolled in programs which can be defined by course requirements. Even though there may be field experience or research project requirements, these tend to be defined in terms of course credits.

8. Departments and graduate programs are largely self-contained; the majority of students complete all or nearly all of their program requirements within the home department. Master's students may take some courses

from other departments but seldom venture outside of the faculty. Although doctoral students are more likely to take courses from other departments, for the majority of students such work involves only a small proportion of the total program requirements.

9. Graduate programs in educational administration place heavy emphasis on formal study and formal instruction, particularly of the more standard in-class type. Field experiences receive little if any attention; research projects are emphasized more at the doctoral than at the Master's level.

10. The content of programs is perceived by students to be current and relevant to some extent but not particularly innovative or individualized. Extensive use is made of class discussion as a method of instruction. Although case studies and role playing are used, the majority of students complete programs without encountering other forms of simulation, group processes or self-instructional modules.

11. In most departments faculty and students have access to facilities and services which are generally of high quality. Students rated facilities and equipment such as library, audio-visual, computer and duplicating favorably; quality of service related to these facilities and equipment received somewhat lower ratings. Department chairpersons perceived a need for laboratory facilities while students identified a lack of clerical/secretarial service.

12. Placement of graduates has not been a problem. Most Master's candidates come from teaching posts and appear to be assured of teaching positions although most aspire to administrative posts at the elementary

or secondary level. Doctoral graduates aspire to higher level administrative posts or academic/research appointments and may have to engage in more search than do the Master's graduates. Departments have not been involved extensively in placement or systematic follow-up activities.

13. The programs which have been established for several years appear to be relatively stable although some changes have been introduced in recent years and are projected for the next few years. Indications are that characteristics of programs are evolving in response to needs perceived by students and faculty as well as in response to perceived changes in the environment. Specific changes in various universities cover the full range from course content changes to modifications in program requirements, including research requirements and field experiences. The sum total of all of these changes would give the impression of a systematic review of program requirements; however, no department appeared to be considering changes in more than one or two aspects of its operation.

Some Issues

The results of a survey--such as the one on which this report is based--do not provide a firm base for recommendations other than those relating to the need for further study. Nevertheless, the conclusions and generalizations do help to identify issues which merit consideration by those who must make decisions about programs, whether or not there is any additional research. A number of the issues which emerge from the present study are discussed below; they relate to orientations of programs and specific practices which should be questioned given the information contained in this report.

1. Are programs which have a research/academic orientation the most appropriate preparation for professional practice in the field of educational administration? The research orientation of present programs is evidenced by the emphasis on research courses, research projects, formal study and limited attention to field experiences or simulation. There appears to be an assumption that this type of content and experiences provide suitable preparation for prospective administrators. Is there any evidence to support the continued acceptance of this assumption? What alternative approaches might be considered?

2. Should educational administration departments attempt to select students on the basis of potential for success in administrative practice as well as on academic ability? No doubt, promise for success in administration is given some attention in the selection process; however, departments generally appear to select on the basis of predicted success in the program. Since there are few, if any, field experience or practicum requirements, success in a graduate program is defined in terms of academic success. The degree attests to a high level of academic and research capability. Do departments have some responsibility for concerning themselves with performance in administrative posts of those who hold graduate degrees in educational administration?

3. What types of programs are best suited to the needs and circumstances of part-time students? The large proportions of part-time graduate students in most departments present a particular challenge to designers of programs. On the surface it appears that few attempts are made to take advantage of the opportunity to combine formal study with learning from

experiences in schools. What possibilities are there for maximizing the learning of those students who either are serving as administrators or are able to have close contact with administrators while they are enrolled in graduate programs?

4. Should departments provide all program components or should some part of the program be taken outside of the educational administration department or the education faculty? Only a few years ago there was a heavy emphasis on multidisciplinary and interdisciplinary approaches to the training of educational administrators; there appears to be very limited evidence of this thrust in existing programs. No doubt, the content of courses and programs was influenced by that movement but now departments have become largely self-contained. Consequently, educational administration students are segregated from other graduate students for all or the major portion of their programs. Are the self-contained educational administration departments and programs which require only a major in educational administration functional and defensible?

5. What is the appropriate belance between various skills--conceptual, human relations and technical--in a graduate program and how can it be achieved? The emphasis on general preparation and administrative theory over the past twenty years left little room in program requirements for the development of technical skills. The assumption has been made that technical skills are more appropriately learned on the job either after, during or before formal study; they are not part of the graduate program. Given changes in the clientele of graduate programs and the developments of various managerial technologies, do departments have a greater contribution to make in the development of technical administrative skills?

6. To what extent and in what ways should programs take account of current, local issues? Most programs in educational administration serve a local clientele; yet the content of the program is general and conceptual in nature. Emphasis is placed on administrative theory, organizational theory and research methods; the extent to which educational issues and problems receive attention in such courses in unknown. Nor is it known how studies in statistics and research methods contribute to preparing for involvement in educational decisions. How might programs be modified to provide appropriate preparation for service in a particular school system with particular needs and problems?

7. What instructional strategies and resources are required for effective preparation of administrators? The facilities and services available to staff and students in the majority of departments appears to be of high quality. There are indications that more specialized facilities such as laboratories and the instructional modes associated with them are lacking. Students do not regard their programs as particularly innovative; heavy reliance appears to be placed on formal study of a fairly standard type. Have innovative and exciting instructional modes such as simulation now become a standard part of learning experiences so that they are taken for granted or have they indeed failed to have an impact on how teaching and learning are carried out?

Concluding Comment

The results of this survey reveal that much has been accomplished in the development of educational administration programs in Canadian universities over the past two decades. Growth of programs attests to the

acceptance of graduate study in educational administration as legitimate and worthy of support. Ability of those programs to attract students attests to their acceptance by students even though formal study in educational administration is not a prerequisite for appointment to administrative posts in most provinces. Changes in the components of those programs reveals a flexibility to adjust to changing needs and circumstances. Yet some challenges do remain.

The major challenges are suggested in the issues which have been discussed. Program changes appear to be taking place within commonly accepted boundaries and definitions of graduate programs; they are minor variations on an established theme. There is room for innovative thrusts which change the theme. The mix of theory and practice, relevance to administrative careers and appropriate instructional strategies raise new challenges. Programs were accepted by universities on strength of similarity to existing models of graduate programs generally and not just those for professional schools. Are they now sufficiently firmly established so that they can look outward to the needs of the profession and not just to the expectations of the university community? Such an examination may lead to exciting new thrusts in the further development of university-based programs for preparing educational administrators.

APPENDIX

Department Chairperson Questionnaire

Program Coordinator Questionnaire

Student Questionnaire

EDUCATIONAL ADMINISTRATION
PREPARATION PROGRAMS
IN CANADA

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

and the

Department of Educational Administration, University of Alberta

(Form: Department Heads)

1. Please indicate responses by checking (✓) items or printing information as each item specifies.

2. If additional space is needed to answer any questions, enclose additional pages with the questionnaire.

3. Enclose completed questionnaire and additional pages (if any) in the envelope provided and return WITHIN TWO WEEKS to E. Hiklos, Department of Educational Administration, University of Alberta, Edmonton.

Thank you.

Code _____

ID _____ 1
1 2 3 4 5

A INSTITUTIONAL DATA

A1 Name of institution _____

A2 What is the approximate number of students, full-time and part-time, in each of the following categories at your institution?

1 -- total graduate and undergraduate enrolment _____ 6|7|8|9|10

2 -- graduate and undergraduate enrolment in education _____ 11|12|13|14|15

3 -- graduate enrolment in education _____ 16|17|18|19

4 -- graduate enrolment in educational administration _____ 20|21|22

A3 In what year was the graduate program in educational administration initiated? _____ 23|24

B PROGRAMS AND ENROLMENTS

B1 Which of the following types of preparation programs in educational administration are offered within your institution? (Check (✓) all appropriate numbers and designate the degree (e.g. M.Ed.) or certificate (e.g. Diploma) awarded.

Program	Certificate/Degree	
1 -- Pre-Master's Certificate or Diploma	_____	25
2 -- Master's (without thesis)	_____	26
3 -- Master's (with thesis)	_____	27
4 -- Certificate Program between Master's and Doctorate	_____	28
5 -- Doctor of Education	_____	29
6 -- Doctor of Philosophy	_____	30
7 -- other (specify) _____		
_____	_____	31

B2 Please indicate the number of students who completed each of the following programs in the calendar years 1974, 1975 and 1976 (estimate). (If a program is not offered enter NA; if there were no graduates in a program which is offered enter "0".)

Program	1974	1975	1976	
1 -- Pre-Master's Certificate or Diploma Program	____	____	____	32|33 34|35 36|37
2 -- Master's (without thesis)	____	____	____	38 39 40 41 42 43
3 -- Master's (with thesis)	____	____	____	44|45 46|47 48|49
4 -- Doctor of Education	____	____	____	50 51 52 53 54 55
5 -- Doctor of Philosophy	____	____	____	56|57 58|59 60|61
6 -- other (specify) _____				
_____	____	____	____	62|63 64|65 66|67

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B3 Please indicate the number of students presently enrolled in each of the following programs on a part-time and a full-time bases. (Include all students whose programs have not lapsed even though they may not be doing course work or research in the present term.)

Program	Current Enrollment Number	
1 -- Pre-Master's Certificate or Diploma Program	_____	68 | 69
2 -- Master's (without thesis)	_____	70 | 71
3 -- Master's (with thesis)	_____	72 | 73
4 -- Doctor of Education	_____	74 | 75
5 -- Doctor of Philosophy	_____	76 | 77
6 -- other (specify) _____		
_____	_____	78 | 79

ID _____ 2

1 2 3 4 5

B4 Please indicate the number of students admitted to each of the following programs during the calendar year 1976.

Program	Students Admitted Number	
1 -- Pre-Master's Certificate or Diploma Program	_____	6 | 7
2 -- Master's (without thesis)	_____	8 | 9
3 -- Master's (with thesis)	_____	10 | 11
4 -- Doctor of Education	_____	12 | 13
5 -- Doctor of Philosophy	_____	14 | 15
6 -- other (specify) _____		
_____	_____	16 | 17

B5 Please indicate whether the number of admissions in 1976 represents no change, an increase or decrease for each program. (Check (✓) the appropriate box for each program. Where there is a change, indicate the percentage change to the nearest 5%.)

		No Change	Increase	Decrease	% Change	
1 -- Pre-Master's Certificate or Diploma	1					18
2 -- Master's (without thesis)	2					19
3 -- Master's (with thesis)	3					20
4 -- Doctor of Education	4					21
5 -- Doctor of Philosophy						
6 -- other (specify) _____	5					22
_____	6					23

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B6 What changes do you anticipate in admissions for 1977 in comparison with those for 1976 for each of the following programs? (Check (✓) the approximate box for each program and where a change is anticipated, indicate the change to the nearest 5%.)

		No Change	Increase	Decrease	% Change	
1 -- Pre-Master's Certificate or Diploma	1					24
2 -- Master's (without thesis)	2					25
3 -- Master's (with thesis)	3					26
4 -- Doctor of Education	4					27
5 -- Doctor of Philosophy	5					28
6 -- other (specify) _____	6					29

C DEPARTMENT ORGANIZATION AND GOVERNANCE

C1 What is the organization through which courses or programs in educational administration are offered in your institution? (Check (✓) appropriate item.)

1 -- there is a Department of Educational Administration
2 -- there is a Centre, Institute or Division for the study of educational administration
3 -- no distinct unit; faculty members with an interest in educational administration are attached to other units
4 -- other (specify) _____ 30

C2 If there is a head or chairperson of an educational administration unit (Department, Division, Institute) how is that person selected? (Check (✓) the appropriate item.)

1 -- election by members of the unit
2 -- appointment by the Dean on the advice of a representative committee
3 -- appointment by the Dean without committee advice
4 -- other (specify) _____ 31

C3 If there is a head or chairperson, what is the normal term of appointment? (Check (✓) appropriate item.)

1 -- indefinite
2 -- more than five years
3 -- five years
4 -- four years
5 -- three years
6 -- less than three years 32

C4 Approximately how many department meetings are held annually? (Check (✓) the appropriate item.)

1 -- more than 20
2 -- 16 to 20
3 -- 11 to 15
4 -- 6 to 10
5 -- 5 or fewer 33

C5 How regularly do department faculty members participate in making departmental decisions regarding each of the following? (Check (✓) one column for each item.)

		Always	Often	Some-times	Rarely	Never	
1 -- selection of academic staff	1						34
2 -- selection of non-academic staff	2						35
3 -- promotion of academic staff	3						36
4 -- promotion of non-academic staff	4						37
5 -- admission of students	5						38
6 -- course changes	6						39
7 -- program changes	7						40

C6 How do students participate in or influence departmental decision making? (Check (✓) each number which applies.)

1 -- formal representation on departmental committees and meetings

2 -- informal communication with department chairperson

3 -- formal meetings with department chairperson

4 -- informal communication with various members of department staff

5 -- other (specify) _____

_____

_____

41 | 42 | 43 | 44 | 45

C7 Which of the following formally constituted student organizations exist in your institution? (Check (✓) all applicable items.)

1 -- a student organization in the department

2 -- an association of graduate students in Education

3 -- an association of graduate students in the university

46 | 47 | 48

C8 How reguraly do the following participants have a formal vote in the departmental decision making process? (Check (✓) one column for each item.)

		Always	Often	Some-times	Rarely	Never	
1 -- interested graduate students	1						49
2 -- graduate student representatives	2						50
3 -- Instructors/Lecturers	3						51
4 -- Assistant Professors	4						52
5 -- Associate Professors	5						53
6 -- Full Professors	6						54
7 -- part-time Academic staff	7						55
8 -- non-academic staff	8						56
9 -- others (specify) _____ _____	9						57

C9 How many full-time faculty members (including yourself) are presently in the department of educational administration in each of the following categories?

Category	Number	
1 -- Lecturers/Instructors	_____	58 | 59
2 -- Assistant Professors	_____	60 | 61
3 -- Associate Professors	_____	62 | 63
4 -- Full Professors	_____	64 | 65
5 -- Emeritus Professors	_____	66
6 -- others (specify) _____		67
_____	_____	

C10 How many part-time faculty members presently serve in the department in each of the following capacities?

Category	Number	
1 -- three-quarters time	_____	68
2 -- two-thirds time	_____	69
3 -- one-half time	_____	70
4 -- one-third time	_____	71
5 -- one-quarter time	_____	72
6 -- other (specify) _____		73
_____	_____	

C11 How many full-time non-academic staff members are presently in the department of education administration in each of the following categories?

Category	Number	
1 -- administrative assistants or officers	_____	74
2 -- clerical and secretarial	_____	75
3 -- technical support personnel	_____	76
4 -- research assistants, other than graduate students	_____	77
5 -- other (specify)___	_____	78
_____		
_____		

D PROGRAM STRUCTURE AND GENERAL CHARACTERISTICS

ID _____ 3
1 2 3 4 5

D1 How many different credit courses in educational administration are offered by the department at both graduate and undergraduate levels?

1 -- undergraduate courses _____	6 | 7
2 -- graduate courses _____	8 | 9

D2 How many of the courses offered by the department are potentially available to students in each of the following programs?

Program	Number	
1 -- Pre-Master's Certificate or Diploma	_____	11 | 12
2 -- Master's (without thesis)	_____	13 | 14
3 -- Master's (with thesis)	_____	15 | 16
4 -- Doctor of Education	_____	17 | 18
5 -- Doctor of Philosophy	_____	19 | 20
6 -- other (specify) _____	_____	21 | 22

D3 How many hours of instruction, that is, total in-class time, are involved in a course offered at your institution? (Check (✓) the item which applies.)

1 -- less than 30 hours
2 -- 30-39 hours
3 -- 40-49 hours
4 -- 50-59 hours
5 -- 60-69 hours
6 -- 70 hours or more
7 -- other (specify) _____

23

D4 Within this department, what is the approximate proportion (to the nearest 10%) of courses offered at the following times? (Indicate percentage for each item; total should equal 100%.)

1 -- between 8:00 a.m. and 4:00 p.m. on weekdays _____% — 24 \| 25
2 -- between 4:00 p.m. and 11:00 p.m. on weeknights _____% — 26 \| 27
3 -- on Saturdays or a combination of Friday night and Saturday classes _____% — 28 \| 29
4 -- other (specify) _____ _____% — 30 \| 31

Total = 100%

D5 Considering the total number of courses offered by your department during a twelve-month period (July 1 through June 30), what is the approximate proportion (to nearest 10%) of courses offered in the following sessions?

1 -- regular winter session, on-campus _____% — 32 \| 33
2 -- regular winter session, off-campus _____% — 34 \| 35
3 -- spring session or intersession _____% — 36 \| 37
4 -- summer session _____% — 38 \| 39
5 -- other (specify) _____ _____% — 40 \| 41

E RECRUITMENT AND SELECTION OF STUDENTS

E1 What activities and procedures do you use to bring your programs to the attention of prospective students? (Check (✓) all items which apply.)

1 -- distribute information to schools and school systems
2 -- distribute information to faculties of education and other departments
3 -- advertisements in professional journals
4 -- distributing information at educational conferences
5 -- other (specify) _____

42 \| 43 \| 44 \| 45 \| 46

E2 Which one of the above do you consider to be most effective? _____

47

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E3 At what geographic areas are most of the department's recruiting activities directed? (Check (✓) the appropriate item.)

1 -- at the surrounding urban or metropolitan area
2 -- at the province
3 -- at provinces in the region
4 -- at all provinces
5 -- other (specify) _____

48

E4 In general, who makes the decision on admissions to graduate programs? (Check (✓) the item which applies.)

1 -- the chairperson
2 -- the chairperson, on the advice of a committee
3 -- an admissions committee
4 -- other (specify) _____

49

F STUDENT PLACEMENT AND FOLLOW-UP

F1 Of the students who find positions upon completion of programs, approximately what proportion (to the nearest 10%) accept positions in the following locations?

1 -- in the urban or metropolitan area in which the university is located _____%
2 -- outside of the urban area but within the province in which the university is located _____%
3 -- in other provinces _____%
4 -- outside of Canada _____%

50|51
52|53
54|55
56|57

F2 How does the department monitor reactions to the program and follow-up of graduates? (Check (✓) each items which applies.)

1 -- personal contacts between members of department and graduates
2 -- through occasional surveys of all graduates
3 -- systematic career monitoring through continuing contact with graduates
4 -- other (specify) _____

58|59|60|61

G SOURCES OF FUNDING

G1 Approximately what proportion of the department's fiscal resources now comes from each of the following sources? (Indicate percentage for each item; total should equal 100%.)

1 -- budget allocation for general operation of department (salaries, supplies, etc.)_____%
2 -- budget allocation specifically for graduate assistantships _____%
3 -- grants for research from non-university sources _____%
4 -- contracted research _____%
5 -- field services and other contracted research _____%
6 -- other sources (specify) _____

Total = 100%

62|63
64|65
66|67
68|69
70|71
72|73

129

G2 What proportion of the full-time graduate students in educational administration receives financial assistance from the following sources? (Respond according to major sources if more than one is appropriate.)

1 -- research or teaching assistantships through the department, faculty or university _____%

2 -- scholarships from funds administered by the university _____%

3 -- scholarships and fellowships from non-university sources such as Canada Council _____%

4 -- no assistantships, scholarships or fellowships _____%

5 -- other (specify) _____

_____

_____

74|75
76|77

78|79
ID _____ 4
1 2 3 4 5
6|7
8|9

H RECENT PROGRAM CHANGES

H1 Within the past two years, have there been any changes in the following aspects of the educational administration program? (Respond in terms of outcomes or procedures; check (✓) all appropriate items.)

1 -- department purposes or objectives

2 -- recruitment/selection/ admission of students

3 -- course content or instructional processes

4 -- program completion requirements

5 -- program structure/ mechanics

6 -- students' research experiences

7 -- sources or level of fundings

8 -- facilities or services

9 -- placement of graduates

10 -- department governance

11 -- other (specify) _____

_____

12 -- no recent changes

10|11|12|13|14

15|16|17|18|19|20|21

H2 For each of the above items checked, briefly state (in one or two sentences) the nature of the recent changes. (For each change, indicate the item number; enclose additional pages if necessary.)

_____

_____

_____

_____

_____

_____

130

I PROJECTED CHANGES

I1 Within the next two years, what changes are projected in the following aspects of the educational administration program? (Respond in terms of anticipated outcomes or procedures; check (✓) all appropriate items.)

1 -- department purposes or objectives
2 -- recruitment/selection/ admission of students
3 -- course content or instructional processes
4 -- program completion requirements
5 -- program structure/ mechanics
6 -- students' research experiences
7 -- source or level of funding
8 -- facilities or services
9 -- placement of graduates
10 -- department governance
11 -- other (specify) _____
12 -- no changes anticipated

22 | 23 | 24 | 25 | 26 | 27

28 | 29 | 30 | 31 | 32 | 33

I2 For each of the above items checked, briefly state (in one or two sentences) the nature of the projected changes. (For each change identified, indicate the item number; enclose additional pages if necessary.)

J OTHER COURSES OF STUDY

J1 Are courses in Higher Education Administration offered at this institution? (Check (✓) response.)

1 -- yes
2 -- no

34

J2 If yes, where and how are they offered? (Check (✓) one response.)

1 -- in the department of educational administration, but not for a Higher Education Administration degree
2 -- in the department of educational administration and for a Higher Education Administration degree
3 -- in a different department, but not for a Higher Education Administration degree
4 -- in a different department and for a Higher Education Administration degree
5 -- in a department of Higher Education and for a Higher Education Administration degree

35

J3 If courses in higher education Administration are offered at your institution, who would be the most appropriate person to contact for information about the Higher Administration program? _____

36

J4 Are courses in Special Education Administration offered at this institution? (Check (✓) response.)

37

1 -- yes

2 -- no

J5 If yes, where and how are they offered? (Check (✓) one response.)

38

1 -- in the department of educational administration, but not for a Special Education Administration degree

2 -- in the department of educational administration and for a Special Education Administration degree

3 -- in a different department, but not for a Special Education Administration degree

4 -- in a different department and for a Special Education Administration degree

5 -- in a department of Special Education and for a Special Education Administration degree

J6 If courses in Special Education Administration <u>are</u> offered at your institution, who would be the most appropriate person to contact for information about the Special Education Administration program?

_____

continued on next page

K FACILITIES AND SERVICES

K1 In terms of attaining the goals of the educational administration program, the facilities and services in the faculty of education and the department of educational administration/supervision would be rated as follows: (check (✓) one column for each item).

		Excellent	Good	Fair	Poor	Not Existant	
1 -- audio-visual services	1						39
2 -- audio-visual supplies	2						40
3 -- classroom space	3						41
4 -- clerical/secretarial service	4						42
5 -- computer equipment	5						43
6 -- computer service	6						44
7 -- conference space	7						45
8 -- duplicating equipment	8						46
9 -- duplicating service	9						47
10 -- faculty housing	10						48
11 -- faculty work space	11						49
12 -- food/snack services	12						50
13 -- laboratory facilities	13						51
14 -- laboratory services	14						52
15 -- library service	15						53
16 -- library stock	16						54
17 -- lounge space	17						55
18 -- mail service	18						56
19 -- parking facilities	19						57
20 -- phone service	20						58
21 -- recreational facilities	21						59
22 -- student housing	22						60
23 -- student work space	23						61
24 -- transportation facilities	24						62

Please scan the questionnaire to ensure that you have responded to every question. Thank you for your cooperation.

EDUCATIONAL ADMINISTRATION PREPARATION PROGRAMS IN CANADA

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

and the

Department of Educational Administration, University of Alberta

(Form: Master's Programs)

THIS QUESTIONNAIRE IS DESIGNED TO ELICIT INFORMATION ABOUT PROGRAMS AT THE MASTER'S LEVEL -- M.Ed., M.A. (education), M.Sc. (education). IN THE QUESTIONS, M.Ed. REFERS TO ALL MASTER'S PROGRAMS.

1. Please indicate responses by checking (✓) items or printing information as each item specifies.
2. If additional space is needed to answer any questions, enclose additional pages with the questionnaire.
3. Enclose completed questionnaire and additional pages (if any) in the envelope provided and return WITHIN TWO WEEKS to E. Miklos, Department of Educational Administration, University of Alberta, Edmonton.

Thank you.

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Code _____

CC

ID _____ 1

1 2 3 4 5

A PROGRAM PURPOSES AND OBJECTIVES

A1 The M.Ed. program in educational administration is designed to prepare individuals for the following types of positions: (check (✓) all appropriate items).

1 -- assistant principal, elementary

2 -- assistant principal, secondary

3 -- principal, elementary

4 -- principal, secondary

5 -- supervisor of instruction, building level

6 -- superintendent of schools

7 -- supervisor of instruction, district level

8 -- assistant superintendent for
- a - business
- b - personnel
- c - instruction
- d - pupil personnel
- e - community relations
- f - adult education
- g - evaluation
- h - other (specify) _____

9 -- administrator, higher or continuing education

10 -- professor of
- a - educational administration
- b - higher education administration
- c - special education administration
- d - other (specify) _____

11 -- research director

12 -- province or regional level administrator

13 -- other (specify) _____

6 | 7 | 8 | 9 | 10 | 11 | 12

13 | 14 | 15 | 16 | 17 | 18 | 19 | 20

21 | 22 | 23 | 24 | 25 | 26 | 27 | 28

A2 The orientation of the M.Ed. program is primarily: (check (✓) one response).

1 -- developing conceptual skills

2 -- developing human relations skills

3 -- developing technical skills

4 -- about equal between 1 and 2

5 -- about equal between 1 and 3

6 -- about equal between 2 and 3

7 -- about equal among 1, 2 and 3

29

A3 Which seven (7) topics below are emphasized in the greatest number of courses in the M.Ed. program? (Check (✓) seven items listed below).

1 -- administrative theory

2 -- adult education

3 -- buildings/facilities

4 -- business/finance/budgeting

5 -- community college administration

6 -- community education

7 -- comparative administration

8 -- computer uses

9 -- curriculum development

10 -- decision making

11 -- economics of education

12 -- education law

13 -- elementary school administration

14 -- education technology

15 -- evaluation

16 -- foundations of education

17 -- higher education

18 -- human relations

19 -- management information systems

20 -- instructional supervision

21 -- leadership

22 -- organizational development

23 -- personnel management, staff

24 -- personnel management, student

25 -- planning

26 -- policy making

27 -- politics of education

28 -- principalship, elementary

29 -- principalship, secondary

30 -- professional negotiations

31 -- public relations

32 -- research methodology

33 -- school-community relations

34 -- school district administration (superintendency)

35 -- secondary school administration

36 -- special education administration

37 -- statistics

38 -- others (specify) _____

30 | 31

32 | 33

34 | 35

36 | 37

38 | 39

40 | 41

42 | 43

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A4 In the M.Ed. program, what is the approximate proportion of students preparing for each of the following types of positions? (Base your estimates on apparent student aspirations for positions immediately after completion of the M.Ed. program.) Indicate percentage for each item listed below; total should equal 100%.

44|45

1 -- university professors _____%
46|47

2 -- R & D specialists _____%
48|49

3 -- public school administrators _____%
50|51

4 -- community college administrators _____%
52|53

5 -- college/university administrators _____%
54|55

6 -- provincial/regional agency administrators _____%
56|57

7 -- further study _____%

8 -- other (specify) _____%
58|59

Total = 100%

B RECRUITMENT, SELECTION AND ADMISSION PROCEDURES

B1 In your estimation, what proportion (to the nearest 10%) of students in the M.Ed. program have the following backgrounds? (Indicate percentage for each item.)

1 -- received undergraduate training at this institution _____%
60|61

2 -- completed Bachelor's program or equivalent at this institution _____%
62|63

3 -- obtained all or most of their professional experience in this province _____%
64|65

4 -- obtained all or most of their professional experience in other provinces _____%
66|67

5 -- obtained most or all of their professional experience outside of Canada _____%
68|69

6 -- are Canadian citizens or landed immigrants _____%
70|71

B2 In your estimation, what proportion (to the nearest 10%) of students currently enrolled in the M.Ed. program have the following backgrounds? (Indicate percentage for each item.)

1 -- have no teaching experience _____%
72|73

2 -- have teaching experience but less than two years of administrative experience _____%
74|75

3 -- have two or more years of administrative experience at the school level _____%
76|77

4 -- have two or more years of administrative experience at the district, regional or provincial level _____%
78|79

B3 Rank order, from 1 to 3, the three main reasons that students enrolled in the M.Ed. program preferred to enroll at this institution (regard "1" as the primary reason).

ID _____ 2
1 2 3 4 5

1 -- attractive admissions criteria

2 -- available financial aid
6|7|8

3 -- convenient course schedule

4 -- reasonable tuition/fee schedule

5 -- reputation of faculty and/or program

6 -- convenient location (i.e. near home or work)

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B4 In your estimation, how did students in the M.Ed. program initially become aware of the program? Rank order, from 1 to 3, the three main ways (regard "1" as the primary way). 9|10 11|12 13|14

1 -- extension courses
2 -- field surveys/evaluations
3 -- newspaper advertisements
4 -- previous coursework
5 -- publicity literature
6 -- survey of options
7 -- recommendation by friends
8 -- study council activities
9 -- recruitment activities
10 -- recommendation by professional
11 -- self initiated
12 -- other (specify) _____

B5 In order to be eligible for admission to the M.Ed. program, candidates must: (check (✓) all appropriate items). 15|16|17|18|19|20 21|22|23|24|25|26|27

1 -- hold a teaching certificate
2 -- have some teaching experience
3 -- have administrative/ supervisory experience
4 -- have a minimum grade point average
5 -- pass a standard exam (i.e. GRE, MAT)
6 -- pass other tests (e.g. aptitude)
7 -- pass a departmental exam (scholarly)
8 -- pass a departmental interview
9 -- pass an English writing exam
10 -- submit recommendations
11 -- submit an autobiographic essay
12 -- other (specify) _____
13 -- no admission requirements for the M.Ed. program

B6 Of the above admission requirements (if any), which one is given greatest consideration as a criterion of admission to the M.Ed. program? Item No._____ 28|29

B7 In your estimation, what proportion of applicants to the M.Ed. program is denied admission as degree candidates? _____% 30|31

C PROGRAM CONTENT AND INSTRUCTIONAL PROCESSES

C1 Of the total amount of time students devote to completing the M.Ed. program, estimate (to the nearest 10%) the proportion of time devoted to each of the following types of learning activities. (Indicate percentage for each item; total should equal 100%.) 32|33

1 -- formal instruction and independent study _____%
2 -- field experiences (i.e. practicums, observations, internships) _____% 34|35
3 -- research projects (i.e. field studies, theses, dissertations)_____% 36|37

Total = 100%

C2 Of the total amount of time students in the M.Ed. program devote to coursework, estimate (to the nearest 10%) the proportion of time enrolled in the following types of courses. (Indicate percentage for each item; total should equal 100%.) 38|39

1 -- those in the department of educational administration _____%
2 -- those in other departments in the faculty of education _____% 40|41
3 -- those in departments outside the faculty of education _____% 42|43

Total = 100%

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C3 Estimate (to the nearest 10%) the proportion of time that students enrolled in the M.Ed. program experience the following in their educational administration courses. (Indicate percentage for each; total should equal 100%.)

1 -- instructional settings of more than 30 students _____%
2 -- instructional settings of 10-30 students _____%
3 -- instructional settings of 2-10 students _____%
4 -- one-to-one instructional settings (tutorials)_____%
Total = 100%

44|45
46|47
48|49
50|51

C4 Estimate (to the nearest 10%) the proportion of time that students enrolled in the M.Ed. program experience the following in their educational administration courses. (Indicate percentage for each; total should equal 100%.)

1 -- lecture (one-way communication) _____%
2 -- discussion (two-way communication)_____%
3 -- independent study (programmed modules or other self-instruction)_____%
Total = 100%

52|53
54|55
56|57

C5 Approximately how often do students enrolled in the M.Ed. program experience each of the following in their educational administration courses? (Check one column for each item.)

		Always	Often	Some-times	Rarely	Never	
1 -- group process techniques (e.g. sensitivity, t-groups)	1						58
2 -- self-instruction programmed modules	2						59
3 -- case studies	3						60
4 -- simulation/role playing	4						61
5 -- field trips (site visits)	5						62
6 -- computer use	6						63
7 -- other (besides lecture/ discussion -- specify) ___ _____	7						64

C6.1 Do students enrolled in the M.Ed.program take courses outside the department of educational administration?

1 -- yes
2 -- no

65

C6.2 If so, estimate the proportion of students enrolled in the M.Ed. program who take one or more courses in each of the following fields:

1 -- Anthropology _____%
2 -- Business Administration _____%
3 -- Computer Science _____%
4 -- Economics _____%
5 -- Engineering _____%
6 -- English/Humanities _____%
7 -- History _____%
8 -- Law _____%
9 -- Management Science _____%
10 -- Political Science _____%
11 -- Psychology _____%
12 -- Public Administration _____%
13 -- Social Psychology _____%
14 -- Foreign Language _____%
15 -- Research/Statistics _____%
16 -- Sociology _____%
17 -- Curriculum _____%
18 -- Educational Foundations _____%
19 -- Educational Psychology _____%
20 -- Educational Planning _____%
21 -- Vocational Education _____%
22 -- others (specify) _____
_____%

66|67
68|69
70|71
72|73
74|75
76|77
78|79

ID _____ 3
1 2 3 4 5

6|7 16|17 26|27
8|9 18|19 28|29
10|11 20|21 30|31
12|13 22|23 32|33
14|15 24|25 34|35

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D PROGRAM REQUIREMENTS

D1 What is the minimum number of courses beyond the B.A. or B.Sc. required to complete the M.Ed. program? _____ 36|37

D2 Of the minimum number of courses in the M.Ed. program, how many of these are required courses? _____ 38|39

D3 For the M.Ed. program, how many courses are required in each of the following areas? (If none, write "0" on the appropriate lines.)

1 -- statistics or educational research
2 -- history/philosophy of education
3 -- curriculum development
4 -- educational psychology
5 -- educational sociology
6 -- supervision of instruction
7 -- organization theory
8 -- educational finance
9 -- politics of education
10 -- administrative theory
11 -- other (specify) _____

40|41|42|43|44|45
46|47|48|49|50

D4 What are the major/minor (supporting field) requirements within the M.Ed. program? (Check (✓) one number only.)

1 -- only a major in educational administration is required
2 -- both a major in educational administration and a minor in the faculty of education
3 -- both a major in educational administration and a minor outside the faculty of education
4 -- both a major in educational administration and a minor inside or outside the faculty of education
5 -- no major or minor requirements
6 -- other (specify) _____

51

D5 What areas of specialization (majors) is it possible for M.Ed. students to develop in their programs? (Check (✓) each number which applies.)

1 -- economics of education
2 -- politics of education
3 -- organizational design
4 -- educational planning
5 -- higher education
6 -- school law
7 -- administrative theory
8 -- research methods/statistics
9 -- other (specify) _____

52|53|54|55|56
57|58|59|60

D6 What are the required field experiences within the M.Ed. program? (Check (✓) one item.)

1 -- participation in non-paid field activities (e.g. observations, member of survey team, involvement in administrators' conferences)
2 -- participation in paid field activities (e.g. field studies, administrative intership)
3 -- a combination of 1 and 2 above
4 -- other field experiences (specify) _____
5 -- no required field experiences

61

D7 What is the full-time residency requirement within the M.Ed. program? (Check (✓) one response.)

1 -- one half-year or less
2 -- 1 year
3 -- 2 years
4 -- more than 2 years
5 -- no residency requirement

62

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D8 What are the major exam requirements in the M.Ed. program, excluding admission exams? (Check (✓) one number.)

1 -- written and/or oral mid-program exam (qualifying exam)
2 -- final comprehensive exam
3 -- both 1 and 2
4 -- research proposal exam
5 -- no major exam requirements

63

D9 What are the culminating project requirements within the M.Ed. program? (Check (✓) one response; insert item numbers when/if appropriate.)

1 -- major paper (e.g. literature review, case study)
2 -- thesis or dissertation
3 -- field project and report
4 -- either _____ or _____
5 -- both _____ and _____
6 -- no culminating project requirement
7 -- other culminating project (specify) _____

64

D10 What are the foreign language/research requirements (if any) for completion of the M.Ed. program? (Check (✓) one response.)

1 -- one foreign language
2 -- two foreign languages
3 -- one foreign language plus computer or statistics
4 -- computer and/or statistics
5 -- choice of 2, 3 or 4
6 -- other (specify) _____
7 -- no language/research requirements

65

D11 How regularly applied is each of the requirements for completion of the M.Ed. program? (Check one column for each item.)

		Always	Often	Some-times	Rarely	Never	
1 -- minimum number of credits	1						66
2 -- balance of coursework inside/ outside college of education	2						67
3 -- specific course requirements	3						68
4 -- number of credits of required courses	4						69
5 -- major/minor requirements	5						70
6 -- foreign language requirements	6						71
7 -- residency requirements	7						72
8 -- field experience requirements	8						73
9 -- exam requirements	9						74
10 -- culminating project requirements	10						75

E PROGRAM STRUCTURE, MECHANICS, GENERAL CHARACTERISTICS

E1 Within the M.Ed. program, what is the maximum number of courses transferable from other institutions? _____

76 | 77

E2. Do students within the M.Ed. program have program advisors? (Check (✓) response.)

1 -- yes
2 -- no

78

140

CC

ID 4

1 2 3 4 5

E2.2 If so, how often, on the average, are students and advisors likely to meet to review and plan the student's program of studies? (Check (✓) response.)

1 -- less than once per semester/term
2 -- once or twice per semester/term
3 -- three or four times per semester/term
4 -- five or more times per semester/term

6

E3 To what extent is the M.Ed. program characterized by each of the following? (Check (✓) response.)

		Always	Often	Some-times	Rarely	Never	
1 -- currency of course content	1						7
2 -- relevance to student needs	2						8
3 -- useful repetition	3						9
4 -- interrelatedness of parts	4						10
5 -- mix of theory and practice	5						11
6 -- innovative practices	6						12
7 -- individualization of instruction	7						13
8 -- individualization of programming	8						14

F RESEARCH EXPERIENCES

F1 Which of the following (if any) are included in the research requirements in the M.Ed. program? (Check (✓) all appropriate items.)

1 -- introduction to research in education
2 -- advanced research design
3 -- introductory statistics
4 -- advanced statistics
5 -- thesis proposal seminar
6 -- other research courses (specify) _____
_____
7 -- no research course requirements

15 16 17 18 19 20 21

F2 Of the research projects submitted for completion of the M.Ed. program, approximately what proportion (to the nearest 10%) is each of the following types? (Indicate percentage for each; total should equal 100%.)

1 -- conceptual/empirical study _____%
2 -- a theoretical survey _____%
3 -- case study and analysis _____%
4 -- literature review _____%
5 -- position paper _____%
6 -- personal log and analysis _____%
7 -- theory development thesis _____%
8 -- project implementation and evaluation _____%
9 -- new analytic approach (i.e. instrument design) _____%
10 -- other research (specify) _____
_____%
11 -- no research projects for this program _____%

Total = 100%

22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43

141

F3.1 For research projects submitted for completion of the M.Ed. program, is there a research project advisor? (Check (✓) response.)

1 -- yes
2 -- no
3 -- no research projects

44

F3.2 If there is a research project advisor, how is that individual selected? (Check (✓) response.)

1 -- appointed by department
2 -- selected by student
3 -- self-appointed
4 -- other (specify) _____
5 -- no research projects

45

F4.1 For research submitted for completion of the M.Ed. program, is there a research project supervisory committee? (Check (✓) response.)

1 -- yes
2 -- no
3 -- no research projects

46

F4.2 If there is a research project supervisory committee, how many faculty members serve on it? _____

47

F5.1 Is there an oral defense required for research projects submitted to complete the M.Ed. program? (Check (✓) response.)

1 -- yes
2 -- no
3 -- no research projects

48

F5.2 If there is an oral defense required, how many faculty members serve on the oral examination committee? _____

49

F5.3 Of the oral examination committee (if any), how many faculty members are from the department of educational administration? _____

50

F5.4 In order for the candidate to fulfill the research project requirement (if any), how many members of the examining committee (if any) must vote "pass"? _____

51

G STUDENT PLACEMENT

G1 Approximately what proportion of students who completed M.Ed. programs during 1975 were assisted in finding positions by the department or the university placement service? _____

52 | 53

G2 What proportion of the M.Ed. students who completed programs during 1975 fell into each of the following categories? (Indicate to nearest 10%; total should equal 100%.)

1 -- held a continuing appointment at the time of the final oral _____%
2 -- held a temporary appointment at the time of the final oral _____%
3 -- held no appointment but began a continuing appointment within three months of the final oral _____%
4 -- held no appointment and hold only a temporary appointment at present _____%
5 -- other (specify) _____%

Total = 100%

54 | 55
56 57
58 | 59
60 | 61
62 | 63

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G3 What percentage (to nearest 10%) of 1975 M.Ed. graduates hold temporary or permanent appointments in each of the following locations? (Total should equal 100%.)

1 -- in the same urban area as this institution _____%
2 -- not in this urban area but in the same province _____%
3 -- in another province _____%
4 -- outside of Canada _____%
Total = 100%

64|65
66|67
68|69
70 71

ID _____ 5
1 2 3 4 5

G4 What percentage (to nearest 10%) of the 1975 M.Ed. graduates are now employed in each of the following positions?

1 -- university teaching/research _____%
2 -- university administration _____%
3 -- college teaching/research _____%
4 -- college administration _____%
5 -- department of education _____%
6 -- regional office of department of education _____%
7 -- superintendency _____%
8 -- assistant superintendency _____%
9 -- principalship _____%
10 -- other (specify) _____%

6|7
8|9
10|11
12|13
14 15
16|17
18 19
20|21
22 23
24|25

G5 In the last three years, what percentage (to nearest 10%) of M.Ed. graduates have gone to each of the following types of positions? (Total should equal 100%.)

1 -- universities
2 -- colleges/technical institutes
3 -- departments of education at provincial or regional level
4 -- school systems as central office administrators/ supervisors
5 -- principalships
6 -- other (specify) _____

26|27
28|29
30|31
32 33
34|35
36 37

H RECENT PROGRAM CHANGES

H1 Within the past two years, have there been changes in the following aspects of the program? (Respond in terms of outcomes or procedures: check (✓) numbers of all appropriate items.)

1 -- program purposes or objectives
2 -- recruitment/selection/ admissions
3 -- program content or instructional processes
4 -- completion requirements
5 -- program structure/mechanics
6 -- research experience
7 -- student placement
8 -- other (specify) _____

38|39|40|41
42|43|44|45

143

H2 For each of the above items that you have checked briefly state (in one or two sentences) the nature of the recent changes. For each recent change described, indicate the item number from H1 above. Enclose additional pages if necessary.

I PROJECTED PROGRAM CHANGES

I1 Within the next two years, what changes are projected in the following aspects of the M.Ed. program (respond in terms of outcomes or procedures). (Check (✓) numbers of all appropriate items.)

1 -- program processes or objectives
2 -- recruitment/selection/ admissions
3 -- program content or instructional processes
4 -- completion requirements
5 -- program structure/mechanics
6 -- research experiences
7 -- student placement
8 -- other (specify) _____
_____
9 -- no changes projected

46 | 47 | 48 | 49

50 | 51 | 52 | 53 | 54

I2 For each of the items checked in I1, briefly state (in one or two sentences) the nature of the projected changes. For each projected change described, indicate the item number from I1 above. Enclose additional pages if necessary.

Please scan the questionnaire to ensure that you have responded to every question. Thank you for your cooperation.

EDUCATIONAL ADMINISTRATION
PREPARATION PROGRAMS
IN CANADA

A COMPREHENSIVE SURVEY

Sponsored by

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

and the

Department of Educational Administration, University of Alberta

(Form: Master's Candidates)

THIS QUESTIONNAIRE IS DESIGNED TO ELICIT INFORMATION FROM STUDENTS AT THE MASTER'S LEVEL -- M.Ed., M.A. (education), M.Sc. (education). IN THE QUESTIONS, M.Ed. REFERS TO ALL MASTER'S PROGRAMS.

1. Please indicate responses by checking (✓) items or printing information as each item specifies.
2. If additional space is needed to answer any questions, enclose additional pages with the questionnaire.
3. Enclose completed questionnaire and additional pages (if any) in the envelope provided and return WITHIN TWO WEEKS to E. Miklos, Department of Educational Administration, University of Alberta, Edmonton.

Thank you.

Code _____

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CC

ID _____ 1

1 2 3 4 5

6

A PROGRAM PURPOSES AND OBJECTIVES

A1 The orientation of the M.Ed. program here is primarily: (check (✓) one response.)

1 -- developing conceptual skills
2 -- developing human relations skills
3 -- developing technical skills
4 -- about equal between 1 and 2
5 -- about equal between 1 and 3
6 -- about equal between 2 and 3
7 -- about equal among 1, 2 and 3

B PROGRAM SELECTION AND ADMISSION PROCEDURES

B1 Rank order, from 1 to 3, the three main reasons that you preferred to enrol at this institution (regard "1" as the primary reason).

1 -- attractive admissions criteria
2 -- available financial aid
3 -- type of program available
4 -- reasonable tuition/fee schedule
5 -- reputation of faculty and/or program
6 -- convenient location
7 -- reasonable residence requirement
8 -- other (specify) _____

7 | 8 | 9

B2 How did you initially become aware of this program? Rank order, from 1 to 3, the three major ways (regarding "1" as the most salient).

1 -- field activities of Department
2 -- previous coursework
3 -- publicity literature
4 -- recommendation by graduates
5 -- recommendation by employer
6 -- recruitment activities of Department
7 -- self-initiated search of options
8 -- other (specify) _____

10 | 11 | 12

B3 In addition to submitting a formal application, which of the following were you asked to fulfill as part of your application? (Check (✓) all appropriate items.)

1 -- submit proof of teaching experience
2 -- submit proof of administrative experience
3 -- write a test such as a Miller Analogies Test or Graduate Record Exam
4 -- appear for a departmental interview
5 -- submit letters of recommendation
6 -- submit a statement of career goals
7 -- submit an autobiographic essay
8 -- other (specify) _____

13 | 14 | 15 | 16 | 17 | 18 | 19 | 20

C PROGRAM CONTENT AND INSTRUCTIONAL PROCESSES

C1 Of the total amount of time you devote to completing your program, estimate (to the nearest 10%) the proportion of time devoted to each of the following types of learning activities. (Indicate percentage for each item; total should equal 100%.)

1 -- formal instruction and independent study _____%
2 -- field experiences (e.g. practicums, observations, internships) _____%
3 -- research projects (e.g. field studies, theses, dissertations) _____%

Total = 100%

21 | 22
23 | 24
25 | 26

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C2 Of the total amount of time you devote to formal coursework, estimate (to the nearest 10%) the proportion of time enrolled in the following types of courses. (Indicate percentage for each item; total should equal 100%.)

1 -- those in the department of educational administration _____% 27|28

2 -- those in other departments in the faculty of education _____% 29|30

3 -- those in departments outside the faculty of education _____% 31|32

Total = 100%

C3 Estimate (to the nearest 10%) the proportion of time that you experience the following in your educational administration courses. (Indicate percentage for each item; total should equal 100%.)

1 -- instructional settings of more than 30 students _____% 33|34

2 -- instructional settings of 10-30 students _____% 35|36

3 -- instructional settings of 2-10 students _____% 37|38

4 -- one-to-one instructional settings (tutorials) _____% 39|40

Total = 100%

C4 Estimate (to the nearest 10%) the proportion of time that you experience the following in your educational administration courses. (Indicate percentage for each item; total should equal 100%.)

1 -- lecture (one-way communication) _____% 41|42

2 -- discussion (two-way communication) _____% 43|44

3 -- independent study (programmed modules or other self-instruction) _____% 45|46

Total = 100%

C5 Which seven (7) topics below are emphasized in the greatest number of courses you have taken in the M.Ed. program? (Check (✓) seven of the items listed below.)

47|48 49|50 51|52 53|54 55|56 57|58 59|60

1 -- administrative theory
2 -- adult education
3 -- buildings/facilities
4 -- business/finance/budgeting
5 -- community college administration
6 -- community education
7 -- comparative administration
8 -- computer uses
9 -- curriculum development
10 -- decision making
11 -- economics of education
12 -- education law
13 -- elementary school administration
14 -- education technology
15 -- evaluation
16 -- foundations of education
17 -- higher education administration
18 -- human relations
19 -- management information systems
20 -- instructional supervision
21 -- leadership
22 -- organizational development
23 -- personnel management
24 -- planning
25 -- policy making
26 -- politics of education
27 -- principalship, elementary
28 -- principalship, secondary
29 -- professional negotiations
30 -- public relations
31 -- research methodology
32 -- school-community relations
33 -- school district administration (superintendency)
34 -- secondary school administration
35 -- special education administration
36 -- statistics
37 -- others (specify _____)

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C6 Approximately how often do you experience each of the following in your educational administration courses? (Check (✓) one column for each item.)

		Always	Often	Some-times	Rarely	Never	
1 -- group process techniques (e.g. sensitivity, t-groups)	1						61
2 -- self-instruction programmed modules	2						62
3 -- case studies	3						63
4 -- stimulation/role playing	4						64
5 -- field trips (site visits)	5						65
6 -- computer use	6						66
7 -- other (besides lecturer/ discussion - specify) _____	7						67

C7 Check (✓) each field of study from which you have included one or more courses from other departments on your program.

1 -- Anthropology	13 -- Social Psychology	68 | 69
2 -- Business Administration	14 -- Foreign Language	70 | 71
3 -- Computer Science	15 -- Research/Statistics	72 | 73
4 -- Economics	16 -- Sociology	74 | 75
5 -- Engineering	17 -- Curriculum	76 | 77
6 -- English/Humanities	18 -- Educational Foundations	78 | 79
7 -- History	19 -- Educational Psychology	
8 -- Law	20 -- Educational Planning	
9 -- Management Science	21 -- Vocational Education	
10 -- Political Science	22 -- others (specify) _____	
11 -- Psychology		
12 -- Public Administration		

ID _____ 2
1 2 3 4 5

D PROGRAM REQUIREMENTS

D1 What is the total number of courses which you will include on your M.Ed. program? _____ 6 | 7

D2 How many of these courses are required courses? _____ 8 | 9

D3 For your program, how many courses in each of the following areas will you include in your program? (If none, write "0" on the appropriate line.)

1 -- statistics or educational research	6 -- supervision of instruction	10 | 11 | 12 | 13 | 14 | 15
2 -- history/philosophy of education	7 -- organization theory	
3 -- curriculum development	8 -- educational finance	
4 -- educational psychology	9 -- politics of education	16 | 17 | 18 | 19 | 20
5 -- educational sociology	10 -- administrative theory	
	11 -- other (specify) _____	

D4 Which of the following are you developing as an area of specialization through course work and/or research? (If more than one area, check (✓) the major area.)

1 -- economics of education
2 -- politics of education
3 -- organizational design
4 -- educational planning
5 -- higher education
6 -- school law
7 -- administrative theory
8 -- research methods/statistics
9 -- other (specify) _____

21

D5 What are the required field experiences within your program? (Check (✓) one item.)

1 -- participation in non-paid field activities (e.g. observations, member of survey team, involvement in administrators' conferences)
2 -- participation in paid field activities (e.g. field studies, administrative internships)
3 -- a combination of 1 and 2 above
4 -- other field experiences (specify) _____
5 -- no required field experiences

22

D6 What will be the longest period of continuous residence as a full-time student on your M.Ed. program?

1 -- six months or less
2 -- 7-12 months
3 -- 13-16 months
4 -- 17-20 months
5 -- 21-25 months
6 -- more than 25 months

23

E PROGRAM STRUCTURE, AND GENERAL CHARACTERISTICS

E1.1 Do you have one or more program advisor(s)?

1 -- yes
2 -- no

24

E1.2 If so, how often, on the average, are you likely to meet with your advisor(s) to review and plan your program of studies?

1 -- less than once per semester/term
2 -- once or twice per semester/term
3 -- three or four times per semester/term
4 -- five or more times per semester/term

25

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E2 To what degree is your program characterized by each of the following? (Check (✓) one column for each item.)

		Very Much	Much	Some	Little	Not At All	
1 -- currency of course content	1						26
2 -- relevance to student needs	2						27
3 -- useful repetition	3						28
4 -- interrelatedness of parts	4						29
5 -- mix of theory and practice	5						30
6 -- student/faculty communication	6						31
7 -- innovative practices	7						32
8 -- individualization of instruction	8						33
9 -- individualization of programming	9						34

F RESEARCH EXPERIENCE

F1 Which of the following are included in the research requirements in your program? (Check (✓) all appropriate items.)

1 -- introduction to research in education
2 -- advanced research design
3 -- introductory statistics
4 -- advanced statistics
5 -- thesis proposal seminar
6 -- other research courses (specify) _____
7 -- no research course requirements

35 | 36 | 37 | 38 | 39 | 40 | 41

F2.1 For your program, an original research project is: (check (✓) response.)

1 -- required
2 -- optional
3 -- not part of program

42

F2.2 For research projects submitted in completion of your program, is there a research project advisor? (Check (✓) response.)

1 -- yes
2 -- no
3 -- no research

43

F2.3 If there is a research project advisor, how is that individual selected? (Check (✓) one response.)

1 -- appointed by department
2 -- selected by student
3 -- self-appointed
4 -- other (specify) _____
5 -- no research projects

44

G FACILITIES AND SERVICES

G1 In terms of attaining the goals of your program, the facilities and services for students in the faculty of education and the department of educational administration would be rated as follows. (Check (✓) one column for each item below.)

		Excellent	Good	Fair	Poor	Not Existant	
1 -- audio-visual services	1						45
2 -- audio-visual supplies	2						46
3 -- classroom space	3						47
4 -- clerical/secretarial service	4						48
5 -- computer equipment	5						49
6 -- computer service	6						50
7 -- conference space	7						51
8 -- duplicating equipment	8						52
9 -- duplicating service	9						53
10 -- food/snack services	10						54
11 -- laboratory facilities	11						55
12 -- laboratory services	12						56
13 -- library service	13						57
14 -- library stock	14						58
15 -- lounge space	15						59
16 -- mail service	16						60
17 -- parking facilities	17						61
18 -- phone service	18						62
19 -- recreational facilities	19						63
20 -- student housing	20						64
21 -- student work space	21						65
22 -- transportation facilities	22						66

H PERSONAL DATA

H1 Are you a full-time or part-time student? (Check (✓) response.)

1 -- full-time
2 -- part-time

67

H2 How much of the course component of your M.Ed. program have you completed? (Check (✓) one response.)

1 -- less than one-half
2 -- between one-half and three-quarters
3 -- more than three-quarters

68

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H3 How far have you progressed on your research project? (Check (✓) one item.)

1 -- research topic not identified
2 -- research topic identified; proposal in preparation
3 -- proposal approved
4 -- data collection completed
5 -- data being analyzed/ first draft in preparation
6 -- first draft of thesis completed
7 -- not applicable

69

H4.1 Are you presently employed or will you be returning to a previous position?

1 -- yes
2 -- no

70

H4.2 If yes, please identify the type of position. _____

H4.3 If no, please indicate the types of position(s) for which you are or will be making application. _____

_____

_____

ID 3
1 2 3 4 5

I PROGRAM CHANGES

I1 In which of the following aspects of the M.Ed. program at this institution do you think some changes would be desirable? (Check (✓) all appropriate items.)

1 -- program processes or objectives
2 -- recruitment/selection/ admission
3 -- program content or instructional processes
4 -- completion requirements
5 -- program structure/ mechanics
6 -- research experiences
7 -- sources or level of funding
8 -- facilities or services
9 -- student placement
10 -- department governance
11 -- other (specify) _____
12 -- no changes required

6 | 7 | 8 | 9 | 10 | 11 | 12 | 13

14 | 15 | 16 | 17

Please scan the questionnaire to ensure that you have responded to every question. Thank you for your cooperation.